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ABSTRACT

In order to meet national education goals, priority must be given to nurturing and cultivating the learning potential of young children. No single agency, department, division, or program can meet the multiple, diverse needs of Ohio's families and young children. Through collaboration, the Division of Early Childhood Education hopes to create successful early childhood education and care initiatives. This annual report includes the Division's mission statement, which supports the vision of the Ohio Family and Children First Initiative (OCFC). This initiative emphasizes prevention and intervention, with an administrative focus on streamlining government operations. Sections are (1) "Program Development Activities," covering public school preschool, Head Start, preschool special education, early identification, kindergarten, and school-age child care programs; (2) "Regionalization of Services," including technical assistance and program evaluation activities; (3) "Special Projects," including technical assistance projects, parent and family training projects, research and development projects, and personnel training projects; and (4) "Highlights and Major Accomplishments," including collaborations and connections, along with award recipients. Appendices include biographies, staff directories, advisory committee members, publications, and funding data. (BGC)

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## DIVISION OF EARLY CHILDHOOD EDUCATION

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## ANNUAL REPORT

Fiscal Year 1995
(1994-95 School Year)

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JOHN M. GOFF
SUPERINTENDENT OF
PUBLIC INSTRUCTION

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43215-4183

Dear Colleagues,

Close your eyes for just a moment and recall your last visit to a school. Whatever the actual setting you envisioned, I'm sure that you were most affected by the learners themselves. From my own experience, it is impossible not to be awed by the creativity and energy of students who are actively engaged in discovering something new. As state superintendent, I make it a priority to spend at least one full day a month visiting with Ohio learners and teachers. This is the best way I know to stay in touch with the most important part of education—the interaction between teachers and learners. Ohio has many excellent teachers who challenge, motivate, and nurture learners and provide learning environments that encourage learner success.

As any parent or educator will tell you, it is critical to inspire excitement about learning at all ages—but it's especially important that learning is supported at a young age. That is why the Ohio Department of Education created a Division of Early Childhood Education—to provide statewide leadership and support for the kinds of programs that ensure students have the best possible start for lifelong education.

The formation of the Division of Early Childhood Education has enabled the Department to develop and support a focused, coordinated policy for Ohio's young children and their families. The Division has been integrally involved in key initiatives set forth by the State Board of Education and Governor Voinovich, such as Ohio Family and Children First and Goals 2000, to assure that the needs of families and children in Ohio can be better met.

Ohio's young children and their families are extremely fortunate to have a wide array of services and programs available to them. A few that you will read about in this annual report include Head Start, Public School Preschool, School-Age Child Care, Early Childhood Special Education, and more.

I encourage you to read this report and learn more about Ohio's services for young children. Visit a local preschool if you haven't done so recently, and rediscover why it's so important for all of us to make the necessary connections to ensure that every child is successful.

Sincerely,

John Goff

John M. Goff
Superintendent of Public Instruction

Ohio Department of Education
Division of Early Childhood Education
65 S. Front Street, Room 309
Columbus, OH 43215-4183

All of us connect with others in many different ways and for various reasons, such as for companionship and support, or to communicate and share. The Division of Early Childhood Education has been developing and fostering "Connections for Success" that serve to build and sustain relationships within and across agencies and among concerned groups and individuals. Our efforts and their effects are reported in this, our second annual report.

This year's theme, "Connections for Success," is reflected in the artwork on the cover. It was designed by local artist Chris Canyon and appeared first on the cover of our Fall, 1994 Early Childhood Education and School-Age Child Care Annual Conference Program. Each year, the Division hosts this ever-expanding conference as a means to connect with and create connections among early childhood providers, educators, administrators, and parents.

Our commitment to the development of collaborative relationships that result in effective early childhood systems is also evident in our recently developed mission statement. This statement was produced as part of the Division's strategic planning activities. We have devoted a good deal of time and energy in assessing our roles, responsibilities, and resources. As a result we have begun to redesign the work of the Division so that we can better realize our mission and goals and be prepared for the future. This process will continue throughout the next year and beyond as we implement our plan and assess our results.

We invite you to turn the subsequent pages in this report to read about and reflect upon our activities over the past year. And we ask that you join us as we uncover, develop, and support critical connections that will ultimately lead to successful early childhood experiences for the children and families of Ohio.

Jane M. Wiechel

Jane M. Wiechel, Director
Division of Early Childhood Education

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The early childhood years are truly the magic years. During this time children develop the mental, social, language, and physical skills that become the foundation for lifeiong learning. If the National Education Goal 1,"by the year 2000, all children in America will start school ready and able to learn" is to be met, the number one priority must be to nurture and cultivate the learning potential in young children. The spirit and philosophy that guide Division activities is captured in the Division's mission. It was developed this past year as part of the Division's strategic planning process.

> *Each of our lives is largely influenced by our experiences in the formative years of early childhood. . .*
>
> *The Division of Early Childhood Education is committed to ensuring that every child in Ohio can participate and flourish in well coordinated, comprehensive, high quality early childhood programs . . .*
>
> *Through effective leadership and support, we serve as a catalyst for systemic change, successful collaboration, and program development to best meet the needs of families and children of our State. . .*
>
> Mission Statement, 1995
> Division of Early Childhood Education
> Ohio Department of Education

No single agency, department, division, or program can meet the multiple and diverse needs of Ohio's families and young children. The key to success requires collaborating with others in order to create broad-based support networks for early childhood education and care initiatives. Building relationships within and outside the Department of Education to better serve families and young children is a major function of the Division of Early Childhood Education (DECE). Therefore, a central theme for this report is on making "Connections for Success." The success of the Division depends on relationship building and collaboration.

The Division's mission supports the vision of the *Ohio Family and Children First Initiative (OFCF)*. This initiative emphasizes prevention and intervention with an administrative focus on streamlining government operations by promoting flexibility at both the State and local level. OFCF recognizes the importance of parental choice and advocates ease of access to needed services. The Division has devoted considerable resources toward realizing OFCF goals.

Division administrative staff serve as co-chairs of three OFCF subcommittees. As a result of their involvement, the Division is working with other related agencies and departments to meet the following objectives.

- Develop a coordinated early care and education program licensure system;
- Increase numbers of children in comprehensive, full day/full year care and education programs;
- Develop data collection systems to support collaboration among child care, Head Start, and public schools;
- Create a coordinated system of professional development; and
- Extend the Unified Services Providers Plan to other state agencies and public school systems through the Consolidated Plan Subcommittee.

In 1994, the *Ohio State Board of Education (SBOE)* established its priorities geared toward improvements in the public education system. These priorities focus on —

- schools that produce higher academic results;
- conditions that are right for all children to be successful in school;
- Ohio's educators who meet the rigorous demands of their profession;
- high school graduates who successfully transition from school to work or post-secondary education; and
- technical assistance to schools and educators with help in finding solutions to their problems.

The *Ohio Department of Education (ODE)* has developed goals for these priorities that provide direction for each Department's work units. As a member of the school improvement unit, The Division of Early Childhood Education plays a major role in the attainment of many of the goals. The following goals are incorporated in *all* aspects of Division work.

- Incorporating a family-centered approach in all programs;
- Collaborating with service providing agencies and integrating fragmented services; and
- Expanding and improving programs based on best early childhood education practices.

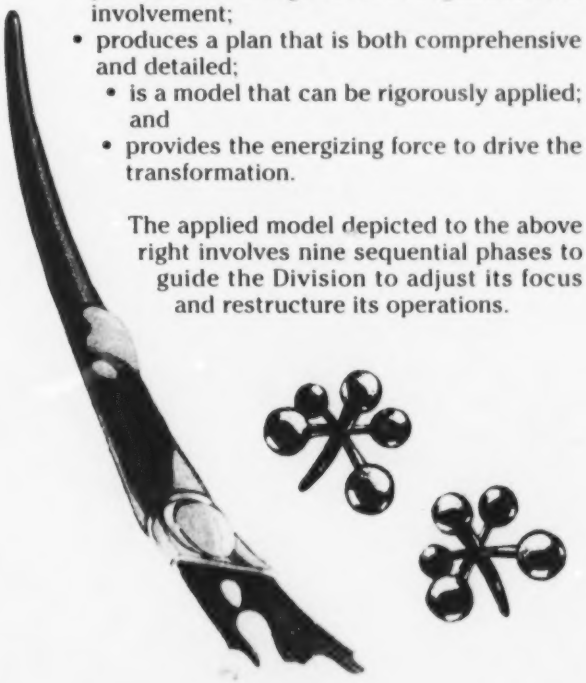
The Division also has a supportive role in achieving other Department goals. For example, the Division is involved in the development of both the proposed Teacher Education Licensure Standards and the Standards for Ohio Schools. Both are currently under consideration by the SBOE. Division staff collaborate in 'cross Division teams' to support the Venture Capital initiative for improvements in teaching and learning.

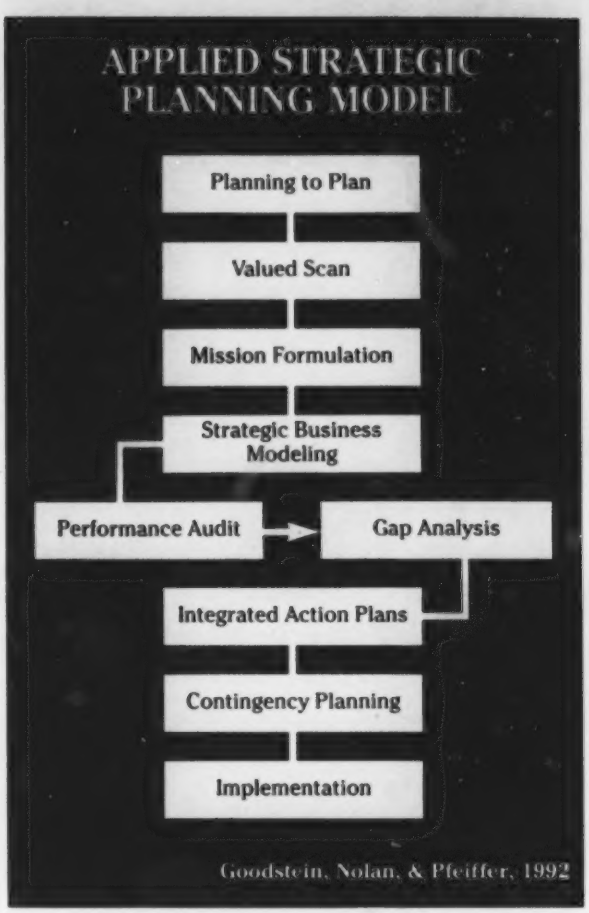
The core work of the Division of Early Childhood Education involves program development, program evaluation, and fiscal management. A team approach in the organizational structure promotes on-going interactions among and between the Division's management team and fiscal and program consultants (see Appendix A for Staff Biographies and Directory).

The Division must be able to respond to complex, child-family centered goals in the context of constantly changing environments. This requires an organization that can envision its future and develop procedures and operations to achieve that future. For this reason Division staff are engaged in a strategic planning process that

- is future focused;
- is leadership driven;
- provides for a high level of organizational involvement;
- produces a plan that is both comprehensive and detailed;
- is a model that can be rigorously applied; and
- provides the energizing force to drive the transformation.

The applied model depicted to the above right involves nine sequential phases to guide the Division to adjust its focus and restructure its operations.






This Annual Report of the Division of Early Childhood Education includes information about the following Division activities.

➡ **Program Development**: supporting and assisting programs for which the Division has legislative responsibility for development, implementation, and management activities. These programs include: Public School Preschool, State Head Start, Preschool Special Education, Early Identification, Kindergarten, and School-Age Child Care.

➡ **Regionalization of Services**: developing a system that promotes collaboration and program improvement by providing accessible and local services.

➡ **Program Evaluation**: promoting an integrated approach to program evaluation that will enhances the ongoing development of comprehensive service delivery systems.

➡ **Special Projects**: supporting initiatives that promote attainment of the ODE and Division priorities and goals.

➡ **Highlights and Major Acknowledgments**: sharing significant events, activities, and accomplishments of the past year.

# FY 95 Program Development Activities

The Division of Early Childhood Education has legislative responsibility for six programs. Each has specified regulatory requirements, fiscal obligations, and constituent groups. The Division provides technical assistance and support in program development and implementation to promote program quality.

Three of these programs, Public School Preschool, Head Start, and Preschool Special Education serve young children who have disabilities or whose families are at or near the federal poverty level. The goal of the Division is to ensure that all children enrolled receive comprehensive, developmentally appropriate services. This requires coordinated planning among multiple agencies and programs.

Kindergarten is available for all of Ohio's five-year-old children whose birthday is on or before September 30. The Division's goal is to promote educational continuity from preschool programs into developmentally appropriate kindergartens.

Early Identification, now in its final year of funding, helps school districts develop, improve, or expand programs to identify the learning needs of young children.

School-Age Child Care helps school districts plan, start-up and expand safe, affordable before and after school child care programs.

Funding for Division of Early Childhood Education programs comes from a variety of sources. School districts receive School Foundation allocations, based on Average Daily Membership (ADM) for Kindergarten programs. FY 95 State and federal support for other Division programs is shown in the chart below.

The Division of Early Childhood Education provides support and leadership to help these programs comply with regulatory statutes, implement developmentally appropriate practices, develop comprehensive service systems, incorporate family-centered approaches, and offer appropriate training for staff.

| FY 95 FUNDING SOURCES AND LEVELS | | |
|---|---|---|
| **Program** | **State** | **Federal** |
| Public School Preschool | $15,255,035 | N/A |
| State Head Start | $63,386,460 | $133,102,028* |
| Preschool Special Education | $43,867,460<br>State Unit Funding | $ 11,585,077<br>Individuals with Disabilities Education Act |
| School-Age Child Care | $ 136,628 | $ 546,513 |
| Early Identification | $ 200,000 | N/A |
| *Administered by Federal Region V-ACF, in accordance with the Head Start Act. | | |

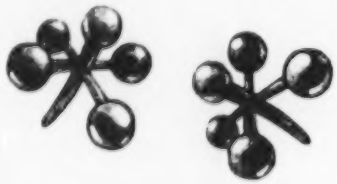
# Public School Preschool

The Public School Preschool Program makes quality early childhood programs affordable for parents who need assistance in providing a preschool experience for their children. Public School Preschool grants require that 51% of those enrolled come from families who are at or below the 185% federal poverty level. There is no fee for children from families at or below 100% federal poverty level. School districts with these programs develop sliding fee scales for families above this level.

Ohio's Public School Preschools provide comprehensive early childhood development programs. School districts with these programs are required to participate in the development of a county Unified Service Provider Plan. They also design and provide support services that are consistent with Head Start Performance Standards. These standards address

- Education Programs designed to meet each child's individual needs;
- Social Services to assist families in accessing needed community services;
- Health Services that address needs for medical, dental, mental health, and nutrition services; and
- Parent Involvement to ensure parents have opportunities to take part in program planning and operating activities and have access to educational and support programs.

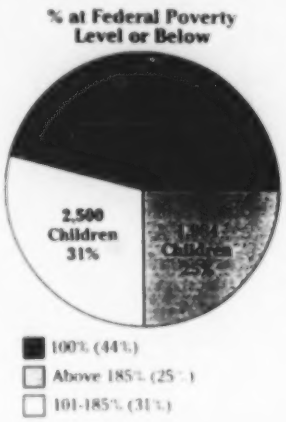
This year, programs submitted component plans to the Division that addressed the delivery of these services. Staff from the Division and the Ohio Quality First Training and Technical Assistance Project provided technical assistance to help programs develop their plans.



## FY 95 Public School Preschool Enrollment

**Public School Preschool FY 95 Data**

- 7,942 children were enrolled in Public School Preschool programs.
- 77% of the children enrolled came from families whose incomes were at or below 185% of the federal poverty level. This is a 6% increase over the past year.
- One hundred sixteen Public School Preschools, located in 58 counties, were funded through provisions of Am. Sub. H.B. 152 in FY 95. Sites by county, are included in Appendix E.




Significant outcomes for FY 95 include the following.

- Public School Preschools offered a variety of program options to meet the needs of children enrolled. These included center-based classes, home-based programs, and combination center- and home-based services.
- Collaboration between special education and early childhood education in Public School Preschool programs promoted sharing of expertise that resulted in integrated learning opportunities for a broad range of children in heterogeneous settings.
- Six Public School Preschool sites piloted the Public School Preschool Grant Recipient Evaluation Instrument. This self-review process is designed to help programs determine strengths and identify areas for program growth and enhancement.

*Several programs have organized parent education around opportunities for hands-on participation with their children in the classroom. In one setting, parents discover what their children are learning as they share interactive play at various learning centers in the classroom. After this experience they participate in a guided group topical discussion while their children enjoy their extended learning opportunities in the classroom. High school students and Girl Scouts assist during these programs. Parent participation is high!*

# Head Start

Head Start is more than a preschool program for disadvantaged children. Its purpose is to meet the needs of the family through a comprehensive service system. This requires collaboration among many agencies and service providers to ensure that necessary parent support, educational, nutritional, social, medical, and dental services are available.

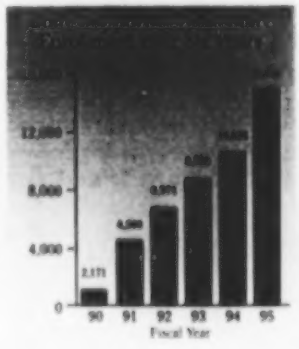
Federal Head Start allocations can not meet the needs of all of Ohio's eligible children. According to the Department of Human Services about 71,127 three- and four-year-old children meet income eligibility requirements for enrollment in Head Start (source: ODHS, 1994). In FY 95, a total of 48,818, or approximately 69% of all eligible children and families were enrolled in Head Start with State and federal dollars. The national average is 38%. An additional 3,458 children at or below the 100% poverty level were enrolled in Public School Preschool Programs. State funding is making a difference.

Significant outcomes during FY 95 include the following.

- The Division funded Ohio Quality First Training and Technical Assistance Project to make technical assistance available to all Head Start programs in Ohio.
- Division staff supported statewide training to provide guidance to local Head Start agencies and school districts in developing collaborative and cooperative agreements to serve young children with disabilities. These activities were in response to the Joint Agreement between Federal Region V, Administration for Children and Families, and the Ohio Department of Education, Division of Early Childhood Education.
- All Head Start programs took part in unified county services provider planning. This is a statutory requirement to promote collaboration.
- Thirty-eight grantees received expansion grants. Requests were prioritized to: (1) meet the needs of counties that are serving the lowest percentage of the eligible population; (2) expand services to full-day and full-year in order to meet the needs of working or job training families; and (3) expand facilities needed to serve additional children. Expansion funding will enable 6,369 additional children to be served.

## Head Start FY 95 Data

- A total of 48,818 children were enrolled in State and federally funded Head Start programs.
- Almost a third (15,054) of these children were in State supported Head Start programs.
- Increase in State funding for Head Start enabled 4,418 more families and children to receive services during FY 95.
- ECE Funds distributed by county are delineated in Appendix E.



*Two Head Start grantees, a Community Action Agency and County Office of Education/Public Schools program, collaborated in the development of an interagency agreement to serve children in Head Start and public school programs. The agreement reflects the spirit of collaborative dual grantee relationships and outlines the respective responsibilities of the two grantees, delegate agencies, and all school districts within the established service areas.*

# Preschool Special Education

Research about young children with disabilities attests to the value of early intervention for children with disabilities. For this reason Public Law 99-457, the Education of the Handicapped Act Amendments, was passed in 1986. Parts H and B of this law provided the framework for extending services to children 0 through 5 years of age. The Ohio Department of Health is the lead agency that administers early intervention services to children 0 through 2 years (Part H). The Ohio Department of Education administers special education and related services to young children ages 3 through 5 years (Part B). The Individuals with Disabilities Education Act of 1990 and amendments of 1991 reauthorized P.L. 99-457 and added requirements for addressing transitions from early intervention to preschool services. The Division's mission guides the policies needed to implement the federal requirements. The Division of Early Childhood Education provides districts with support to ensure that each young child with a disability has access to the services for which they are eligible in order to

- assure placement in the least restrictive environment;
- facilitate transition between and among programs;
- guarantee access to a full range of services;
- enhance array of services and options available;
- maximize services through utilization of resources;
- assure the involvement of parents and families; and
- share information for the benefit of the child and family.

## Program Options FY 95 Enrollment

Program placement and other related services are provided in accordance with the child's Individualized Educational Plan (IEP). School districts and families have a range of program options from which to choose in order to serve children appropriately.

## FY 95 Data for Preschool Special Education Programs

- A total of 1,351.35 Preschool Special Education units were funded for 1995. Approximately 30% of these were allocated to County Boards of Mental Retardation and Developmental Disabilities.
- The 301.21 related services units allocated in FY 95 increased the availability of various therapy and psychological services for eligible preschoolers.

Significant outcomes for FY 95 include the following.

- Sixteen regional trainings, held with the Ohio Departments of Health and Mental Retardation and Developmental Disabilities, and included Head Start, and parent representatives, addressed issues related to the transition of children from the Department of Health Infant/Toddler services (Part H) to the Department of Education preschool programs (Part B). The training's focus was on the Early Intervention Policy on Transition Planning for Individual Children and Families which reflects the joint agreement between the ODH and ODE approved by the Ohio Interagency Early Intervention Council and the U.S. Department of Education.
- Division staff supported statewide trainings based on the agreement between federal Region V and ODE-DECE to provide guidance to local Head Start agencies and school districts in developing their collaborative and cooperative agreements to serve young children with disabilities.

*A partnership between a residential nursing home and a special needs preschool program promotes inter-generational activities that benefit both groups. Children from three classes located next to the senior center regularly participate with residents in planned activities. A favorite event last spring was a "petting zoo"—where all enjoyed learning "firsthand" about animals. Seniors often read, tell stories, and assist in art activities. The children are delighted to have adopted grandparents.*

# Early Identification

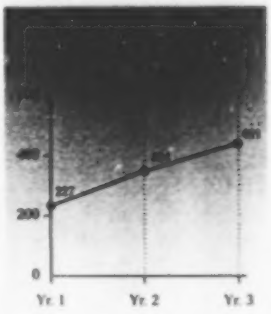
Funds to support the early identification of young children were first allocated as a direct result of the findings of the Ohio Commission on Early Childhood in 1984. This commission was charged with studying important issues in early childhood education and making recommendations regarding: (1) preschool; (2) school-age child care; (3) early entrance screening; and (4) early identification. The commission's report to the superintendent of public instruction led to funding demonstration grants in FY 85-86 in each of these four areas. Subsequently, 43 adoption grants were funded in FY 87. Adoption grants supported replication of model programs developed during the demonstration phase.

Since 1987, school districts have applied for grants of up to $10,000 to support early identification activities for all children. Total Early Identification funding for FY 95 was $200,000. Applicant school districts submitted proposals in the following areas.

- *Alternative Assessments* — to help teachers and schools plan effective learning environments through assessments such as play-based, developmentally appropriate evaluations.
- *Portfolio Systems* — to facilitate the transition of children from preschool to kindergarten and/or to evaluate existing systems for referral and tracking.
- *Utilization of Existing Services* — to provide necessary child and family intervention/prevention services that will lead to successful school life.

## Early Intervention Grant Impact

FY 95 is the final year of funding of Early Identification Grants. Data and reports from the projects demonstrate their value in local communities. In some instances there has been a significant annual increase in the number of children screened indicating a growing community awareness of the importance of early identification. Other examples of success can be found in the changes in screening practices toward developmentally appropriate, parent-involved approaches. The number of agencies and programs that collaborate in screening activities continues to grow resulting in cooperative arrangement between school districts and community agencies (e. g. Head Start, Health, and Social Services Departments) to expand screening and/or assessment activities.




- *Outreach and Referral Systems* — to establish a process for identifying the needs of young children and making referrals through linkages with existing agencies.

Project plans addressed a specific area of need including provision of inservice and materials for staff, implementing effective assessments or portfolio systems, and developing processes that result in expansion and improvements in identification, referral, and follow-up activities.

Early Identification programs are located across the state, in metropolitan areas, small towns, and rural communities. Fourteen of the 23 grants awarded went to county educational service centers and involved multi-district cooperative planning.

***Finding an accessible location for screening and assessment is a major barrier in communities where distance and lack of public transportation result in a poor turn-out. Several programs bring screening to local communities via conversion of vehicles that serve as mobile screening sites. For example, one program renovated a donated "bread truck" that moves from site to site in a two-county area. Another county operates a "Tot Mobile"; a recreational vehicle that doubles as a screening facility and a mini resource center for parents. In this program, donated services of a local service organization provide the extra hands needed on screening days.***

# Kindergarten

The Division of Early Childhood Education endorses exemplary program practices for birth through 8 years as described by the National Association for the Education of Young Children (N.A.E.Y.C.). This approach fosters teaching and learning based on the strengths and competencies of the children.

School districts in Ohio must offer kindergarten to all children who are 5 years of age by September 30. The Division provides technical assistance and support to teachers, administrators, and parents relative to the tenants of exemplary practices. Parent involvement, developmentally appropriate teaching strategies, and transition from preschool to kindergarten are key components of exemplary early childhood practices.

The Division has provided leadership to kindergarten programs through several initiatives:

***The Martha Holden Jennings Foundation Lighthouse II Grant:*** This project was instituted in 1992 to promote exemplary early childhood practices. The Division coordinated evaluation activities each year of this three-year grant. Several of the final grantees developed and implemented strategies in early childhood education that focused on facilitating successful transitions from preschool to kindergarten. Some exemplary practices included

- site-based in service provided to preschool through grade two teachers;
- team planning across preschool and kindergarten;
- multi-age grouping;
- development of portfolio assessments; and
- parent participation in workshops, curriculum, and thematic unit development, and management of ECE resource center.

***Kindergarten research study:*** The early childhood literature suggests that kindergarten screening practices have often been misused as readiness tools and for determining educational placement. The Division funds a special project to study current kindergarten screening practices in Ohio. The preliminary work of this project is described on pages 19-20.

***Venture capital:*** The Division participates in the Department's priority to provide leadership, support, and financial incentives for Venture schools. This important initiative is designed to assist schools in restructuring to improve student achievement. The Division provides technical assistance related to developmentally appropriate early childhood practice through on-site visits and by serving as a liaison to schools.

CREATIVE CONNECTIONS

*Opportunities for change, made possible by a Martha Holdings Jennings Grant, enabled a small city school district to implement multi-age classrooms. The organizational system and curricular modifications have been successful—growing from three pilot classrooms three years ago to sixteen this year. Cooperative learning is an important part of the curriculum. One activity that demonstrates the success of this approach is "Open House." Students are responsible for planning, preparing, publicizing, and managing classroom Open House activities held at a time determined by the students to be best for their families. As a result, almost all of the families of enrolled children participate in these events.*

# School-Age Child Care Programs

School-Age Child Care (SACC) programs provide organized activities and a nurturing environment for children between the ages of 5 and 15, before and after school hours. SACC came about in response to a growing number of single parent households in which the parent must work and an increasing number of two-parent working families. Hours and schedules for programs vary according to the needs of families in the school districts that operate SACC programs.

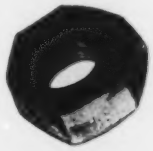
Support for SACC programs comes from many sources. State grants provide dollars for start-up costs. Federal funds are allocated for planning, improvement, and expansion. School district support is through in-kind donations. Fees from parents support the day-to-day operation of the SACC program.

Am. Sub. House Bill 60 permits school districts to offer before and after school child care programs. Once in place, these programs must become self-sustaining. Funding provides programs up to $20,000 for a two-year period.

The Division, in collaboration with Action for Children, continues to examine demand, affordability, and quality issues related to child care along with creative ways to meet local demand.

Significant outcomes in FY 95 include the following.

- SACC professionals are participating in a National SACC Standards and accreditation process. This effort will establish professional standards, support on-going program improvements, and provide recognition through accreditation to programs that meet those standards.
- The *School-Age Child Care Program Guidelines* was developed for SACC providers, administrators, and parents by the Division and Action for Children. This manual describes the key aspects of a quality SACC program and provides consumers and program providers with a set of quality indicators that may be used for review and self-evaluation.
- Awareness of the benefits of SACC to families, children, and school districts is growing. Applications for SACC programs continue to exceed available funding. This year 62 school districts applied for SACC programs. Fifty-two were funded.



## FY 95 Data for School-Age Child Care

- 7,421 children were enrolled in SACC programs licensed by ODE.
- ODE licensed programs employ 562 adults.
- Interest in SACC continues to exceed allocations needed to support the number of applications submitted.

*One Ohio SACC program is operated by a parent board of directors rather than the school or school system. The school principal stays involved through beginning of year meetings with the site director, informal sessions at least weekly, and "any time the need arises." The school and program share space and some equipment.*

# FY 95 Regionalization of Services

The Division of Early Childhood Education provides technical assistance and professional development in response to regional needs. The Division also has responsibility for program evaluation activities related to certain early childhood and school-age child care programs.

To better perform these functions the Division adopted a regional system of service delivery. This approach is aligned with ODE goals related to streamlining and reorganizing the current structure of Ohio's regional education delivery system to maximize resources and service delivery to schools and local communities.

The regional offices are staffed by Division consultants who are assisted by field representatives (see Appendix A for Biographies and Directory).

**Region 1**

Defiance
Erie
Fulton
Henry
Huron
Lucas
Ottawa
Sandusky
Seneca
Williams
Wood
Wyandot

**Region 8**

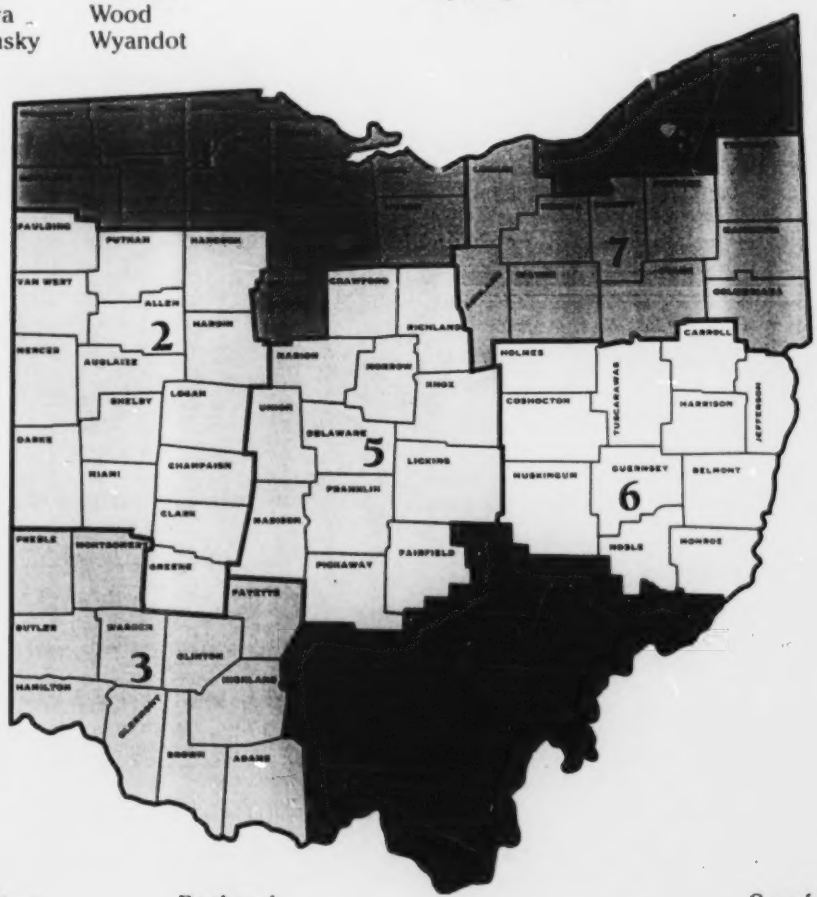
Ashtabula
Cuyahoga
Geauga
Lake

**Region 7**

Ashland
Columbiana
Lorain
Mahoning
Medina
Portage
Stark
Summit
Trumble
Wayne

**Region 2**

Allen
Auglaize
Champaign
Clark
Darke
Greene
Hancock
Hardin
Logan
Mercer
Miami
Paulding
Putnam
Shelby
Van Wert




**Region 6**

Belmont
Carroll
Coshocton
Guernsey
Harrison
Holmes
Jefferson
Monroe
Muskingum
Noble
Tuscarawas

**Region 3**

Adams
Brown
Butler
Clermont
Clinton
Fayette
Hamilton
Highland
Montgomery
Preble
Warren

**Region 4**

Athens
Gallia
Hocking
Jackson
Lawrence
Meigs
Morgan
Perry
Pike
Ross
Scioto
Vinton
Washington

**Region 5**

Crawford
Delaware
Fairfield
Franklin
Knox
Licking
Madison
Marion
Morrow
Pickaway
Richland
Union

# Technical Assistance

Division technical assistance activities involve training, information dissemination, leadership, and support for the purposes of program and systems development, professional growth, and grant and fiscal management. Another key component of technical assistance includes complaint management. The Division systematically addresses parent and program concerns and allegations of rule violation, and provides support to resolve any related issues or conflicts.

The Division uses a two-prong interrelated strategy to help meet statewide needs for technical assistance (TA). Primarily, Division central and regional staff directly provide and coordinate on-going technical assistance across Ohio. Division supported special projects expand its capacity to provide extensive technical assistance across the State. Together, Division staff and special project staff are able to promote State, regional, and local initiatives to improve program quality. The Division's regional TA special projects are highlighted below.

## Early Childhood Services Project

Each Special Educational Regional Resource Center (SERRC) houses an early childhood project coordinator who provides

- technical assistance — for program development, implementation, evaluation, identification activities, and interpretation of preschool rules and regulations;
- training — for parents and professionals;
- information dissemination — to families, programs, and service personnel;
- assistance to the Division — for coordination of State initiatives at the regional level; and
- support — of interagency collaboration and family involvement.

This project's activities center on improving the quality of services and well-being of young children and their families. Project coordinators provide services based upon each region's unique needs. More than 12,000 participants, including personnel from public schools, Head Start, Boards of MR/DD, community-based child care and preschool programs, county health and social service agencies, and students, attended one or more of approximately 400 regional professional development and in service activities organized by ECS project coordinators last year. Arrangements with multiple State service providers enabled many participants to receive continuing education units (CEUs) and university credit. Workshops, training activities, and materials disseminated support a variety of local and State initiatives such as the Reggio Emilia approach to early childhood education.

**In addition ECS coordinators are involved with local schools and agencies to assist them in**

- development of interagency agreements;
- development of local unified service provider plans;
- transition activities;
- development of developmentally appropriate assessments and follow-up activities; and
- program evaluation training, and support.

### Early Childhood Services Project Regions

The Early Childhood Services (ECS) Project is a component of Ohio's SERRCs. The 16 regional SERRCs have a long history of providing regional services to school districts, agencies, and parents at the local level (see Appendix B for ECS coordinator list).

1 - Northwest Ohio
2 - Northern Ohio
3 - Cuyahoga
4 - East Shore
5 - North East Ohio
6 - West Central
7 - North Central
8 - Mid-Eastern Ohio
9 - Lincoln Way
10 - Miami Valley
11 - Central Ohio
12 - East Central Ohio
13 - Southwestern Ohio
14 - Hopewell
15 - Pilasco-Ross
16 - Southeastern Ohio

## School-Age Child Care Project

The Ohio Department of Education, Division of Early Childhood Education, funds Ohio Child Care Resource and Referral agencies to establish and facilitate both local and state-wide school-age child care networks. These networks provide school-age practitioners with a professional support system and opportunities to enhance their knowledge and skills. Project specialists identify and respond to local needs by

- providing technical assistance for start-up, expansion, and quality improvement of school-age programs;
- coordinating training for providers; and
- maintaining a SACC lending library for their region.

An important component of the project is to facilitate collaborations between the Ohio Departments of Education and Human Services for the purpose of coordinating licensing, training, and program improvement efforts.

During FY 95 a committee of professionals representing a broad range of service providers, programs, and agencies participated in the development of the *SACC Program Guidelines*. This manual includes a self-assessment scale for program evaluation purposes. The SACC project also supported the publication and dissemination of an informational newsletter, *The Principal's Principles*, which was sent to all principals in Ohio.

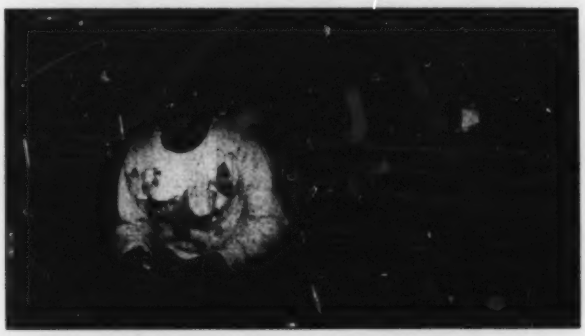
School-Age Child Care Projects within Regional Resource Center Regions

SACC Projects are located at eleven Ohio Child Care Resource and Referral program sites (see Appendix B for site and SACC specialist listing).

## Unified Service Provider Plan Project

Under the provisions of Am. Sub. H.B. 152 the Division requires all Head Start, Public School Preschool and Preschool Special Education Programs to develop and submit a copy of their county Unified Service Provider Plan (USPP) with each grant application. The purpose of this requirement is to promote county-wide planning and implementation of comprehensive child development services. Service providers from all public agencies, including education, human services, MR/DD, and health, along with local programs and organizations that serve young children and families develop a single plan for their county. The Division provides support to 11 Ohio Child Care Resource and Referral Centers for the purpose of assisting counties in the development, implementation, and evaluation of their provider plans. Specialists work with county planning committees to facilitate plans that reflect local circumstances and respond to identified strengths and needs.

The effectiveness of the USPP process is evident in planning documents. For example, in some counties a provision for a joint in service calendar is incorporated in their plans. These counties plan to conduct an assessment to determine staff needs across programs. Service providers agreed to cooperatively plan staff development opportunities based on mutual needs. In the past, these agencies may have been only informed of the others' in service activities.



## Ohio Quality First Training and Technical Assistance Project

The Ohio Quality First Training and Technical Assistance Project interfaces with the Head Start Technical Assistance Support Center (TASC) funded by the U.S. Department of Health and Human Services. Both projects are funded to the Center for Special Needs Populations at The Ohio State University. The purpose of this project is to provide technical assistance and training for State-funded Head Start grantees, Public School Preschool programs. This is accomplished by providing systematic support to improve management capacity of Head Start and Public School Preschool programs, facilitating the implementation of a continuum of comprehensive early childhood services, facilitating systemic change at the grantee/program level, and assisting projects in establishing collaborative relationships that will improve quality of services.

Project staff are assigned to DECE regions and coordinate their efforts with Division regional staff (see Appendix B).

**Three levels of assistance are available to Head Start grantees and Public School Preschool programs**

- Telephone Consultation: available to all programs statewide to answer questions and address issues applicable to provision of quality programs. Approximately 80 phone calls were received during FY 95.
- On-site Technical Assistance: for programs that are self referred or referred by Division staff, a collaborative planning process addresses issues related to improving the quality of programs and services. Twenty-five (22%) Public School Preschool programs received individual program consultation during FY 95.
- Regional/Cluster Training and Follow-up Assistance: addresses specific needs of Public School Preschool programs and new grantees in implementing Head Start Performance Standards and managing quality programs. One hundred-twelve (94%) of the Public School Preschool programs, participated in regional training and follow-up activities. Twenty of these programs or 38% participated in intensive training.

Some FY 95 activities included

- Development of a Management Assistance Committee Needs Assessment Survey to identify priorities of Head Start and Public School Preschool grantees for training and technical assistance. The survey results indicated that respondents most frequently identified collaboration, expansion, and service delivery as significant areas of need.
- Collaboration with the Ohio Head Start Association Inc. and TASC to coordinate efforts to assist grantees increase linkages, expand resources, and provide comprehensive early childhood services.
- Coordination of an orientation meeting for new employees in the Cleveland area. Approximately 120 Head Start and day care providers participated.
- Implementation of a statewide survey that looked at the effectiveness of the Unified Service Provider Plan planning process.
- Provision of component plan training to Head Start and Public School Preschool programs in each of the Division's eight regions. A total of 16 meetings were held between January 1994 and July 1995. In all, 447 persons attended these workshops.
- Provision of a Conflict Mediation and Group Facilitation workshop for the Ohio Resource and Referral staff to increase their ability to facilitate USPP meetings.

As a result of these activities, project staff have been able to provide extensive support to programs and have determined future needs for technical assistance and support particularly in the areas of

- **strengthening the focus on opportunities for staff development among both Public School Preschool and Head Start programs;**
- **facilitating the implementation of the Unified Service Provider Plan; and**
- **identifying and documenting successful collaboration efforts that may be used as models.**

# Program Evaluation Activities

The Division of Early Childhood Education has statutory responsibility to provide program evaluation for Public School Preschool, Head Start, Preschool Special Education, and School-Age Child Care programs. It is committed to promoting an integrated approach to program evaluation to enhance the capacity of comprehensive, cross-agency, collaborative service delivery systems for young children and their families. This year, the Division was devoted to developing a single on-site evaluation process using a variety of evaluation instruments to determine program compliance with relevant regulations and rules.

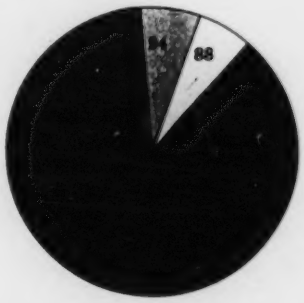
## Licensing

The Ohio Department of Education, Division of Early Childhood Education (ODE-DECE) has the responsibility under Am. Sub. H.B. 155 to license and monitor all early childhood programs owned and operated through public schools, county boards of MR/DD, and eligible chartered non public schools. In addition, the Division licenses and monitors all eligible School-Age Child Care programs that receive State or federal funds. A license is issued to each site. Buildings which house Preschool and School-Age Child Care programs are issued a single license that applies to both programs.

Agencies serving preschool and school-age children enrolled in before and after school programs are issued a license based on evidence that the site is in full compliance with applicable State rules. Licensed and monitored sites ensure that programs

FY 95 ODE Licensed Sites

The Division monitors licensed sites by conducting two on-site inspections each year, one of which must be unannounced. Eight regional consultants oversee these activities and coordinate the work of 46 field representatives who conduct the on-site reviews. During FY 95, Division staff licensed a total of 1,284 sites and conducted 2,583 licensing and monitoring on-site reviews.



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- are located in safe, convenient facilities;
- are developmentally appropriate;
- are administered according to established rules; goals, objectives, and procedures;
- are staffed by persons qualified to teach and nurture young children;
- ensure that children are immunized; and
- involve parents in their child's education.

## Public School Preschool Component Plans

Public School Preschool grant recipients are required, under the provisions of Am. Sub. H.B. 152, to provide a "comprehensive developmentally appropriate preschool program" that includes programs and services reflected by the Education, Health, Parent Involvement, and Social Services components of the Head Start Performance Standards. Recipients submitted component plans to the Division that address each of the four areas. The Ohio Quality First Training and Technical Assistance Project (QF), in conjunction with the Division, developed *Comprehensive Performance Standards for Early Childhood Programs: Component Plan Review Checklist* to guide programs as they developed their plans.

## Integrated Monitoring Pilot Study

The Division conducted an integrated monitoring pilot study to evaluate the usefulness of newly developed evaluation instruments and to determine the effects of a single integrated evaluation process on districts that operate multiple programs. The monitoring pilot involved Public School Preschool grant recipients and funded Preschool Special Education programs.

During FY 95, the Division developed the Public School Preschool Grant Recipient Evaluation Instrument to assist Public School Preschool programs in complying with the requirements of Am. Sub. H.B. 152. This instrument was field tested with three programs that represented rural, urban, and suburban communities.

The Preschool Special Education Evaluation Instrument was developed to ensure that each district serving preschool children with disabilities is fulfilling its responsibilities under Part B of the Individuals with Disabilities Education Act (IDEA). The purpose of this instrument was to

- determine program compliance with IDEA;
- reflect on current program status, areas of strength and satisfaction; and
- target areas for program growth and enhancement.

Three representative districts that operate programs for preschool children with disabilities were selected to field test the integrated on-site evaluation process. This procedure was identical to that employed with the Public School Preschool pilots sites.

The integrated monitoring pilot study also included another three representative pilot sites selected, in part, because they operated both Public School Preschool Programs and Programs for Preschool Children with Disabilities. In this instance, the newly devised Preschool Special Education Evaluation Instrument and the Public School Preschool Grant Recipient Evaluation Instrument were used in conjunction by Division consultants as part of a single on-site evaluation process.

All school districts were asked to provide feedback to the Division, concerning the value and organization of the instruments and evaluation process. The Division with assistance from ECE coordinators, reviewed the feedback and plans to revise the instruments and procedures accordingly.

## Enrollment and Income Verification for Public School Preschool Programs

To ensure accurate reporting to the Governor and the legislature as required by statute, the Division conducts an annual on-site review of each Public School Preschool grant recipient to verify enrollment and eligibility data. At least 51% of the children enrolled must meet the eligibility requirements of a family income that is equivalent to no more that 185% of the federal poverty level.

## Head Start Review Process

The Ohio Department of Education, Division of Early Childhood Education (DECE) collaborates with Region V-ACF to monitor Ohio Head Start programs. This on-site review process incorporates the requirements of Am. Sub. H.B. 152 that requires the Division to conduct at least one on-site review annually for each State-funded Head Start program. Region V is required to conduct on-site reviews of federally- funded Head Start programs on a three year cycle. The collaborative review process maximizes the capacity of both federal and State agencies through a differentiated three-level system of review that is organized as follows:

*Level I* is conducted in conjunction with the Region V-ACF during the year in which a federal on-site review is scheduled. Approximately one-third of Head Start programs in Ohio receive a Level I review each year. The review, conducted by a combined DECE/Region V-ACF team, measures performance using the federally adopted On-site Program Review Instrument (OSPRI). The OSPRI includes performance standards in the areas of administration, options and financial and property management, education, health, social services, parent involvement, disabilities services, and eligibility/recruitment. The team issues a single written report to the agency following the on-site review incorporating findings relative to both federal- and State-funded parts of the program. Any State-specific issues are outlined in a separate letter issued by the Division. The Head Start agency is required to respond to deficiency areas by developing a "Quality Improvement Plan" that assures correction of deficiencies within one year. During FY 95, the Division and Region V-ACF participated in 25 Level I reviews.

*Level II* is conducted by the Division during the year following a Level I review. Approximately one-third of Ohio's Head Start programs receive a Level II review each year. The purpose of the review is to monitor progress relative to the agency's Quality Improvement Plan and in other areas of non compliance that were reported during the previous year's Level I review. This year, 18 Level II reviews were conducted by Division staff.

*Level III* is conducted by the Division during the year following the Level II review. Approximately one-third of Ohio's Head Start programs receive a Level III review each year. The primary focus of this review is on the agency's fiscal operations. For FY 95, 13 Level III reviews were conducted by Division staff.

# Special Projects

Special Projects support initiatives that promote attainment of Division and ODE goals and priorities. These projects may be grouped into the following four categories.

***Technical Assistance Projects*** focus on improving service delivery, systems development, fiscal management, professional development, and collaborations. These FY 95 Division projects include

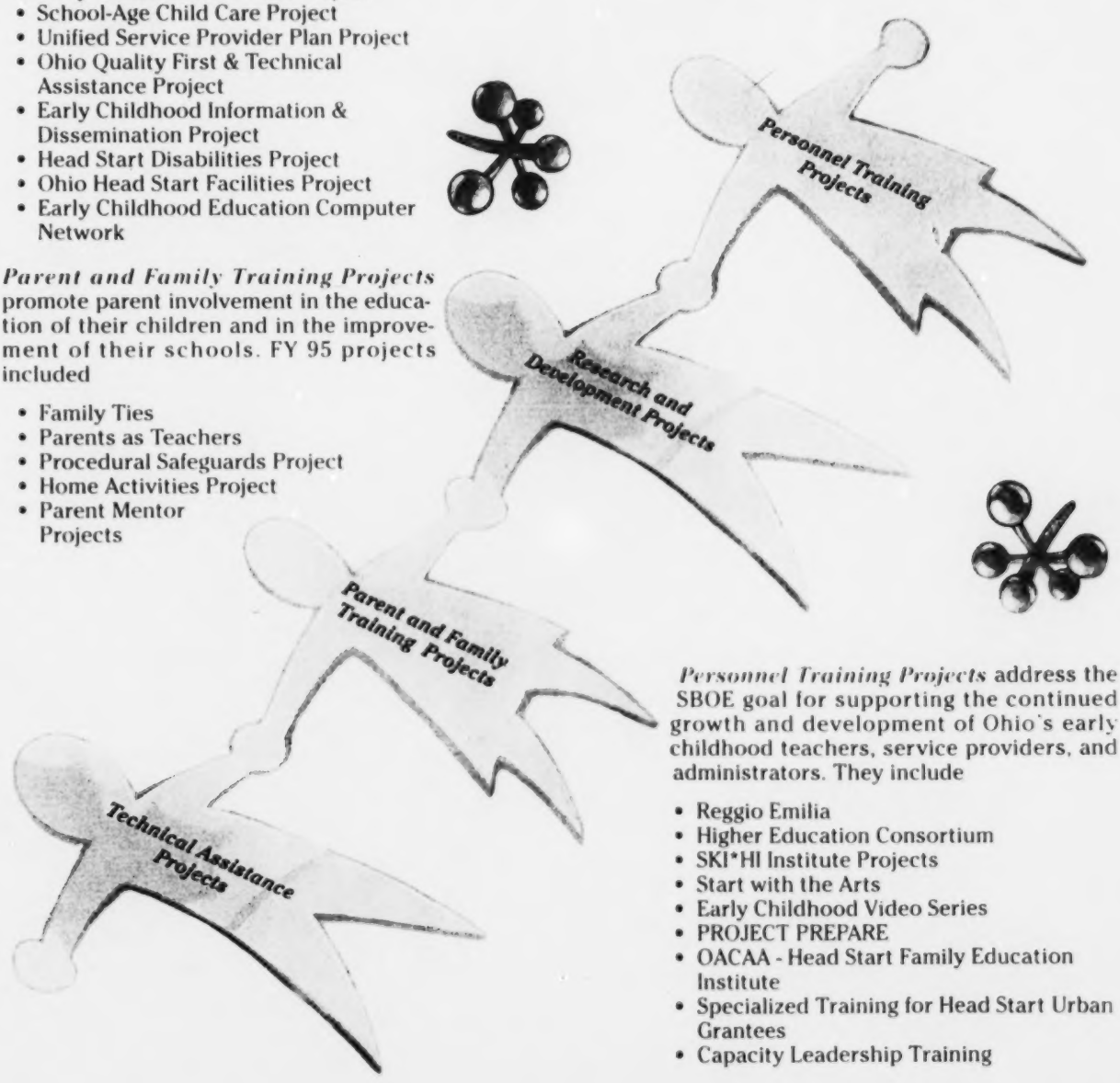
- Early Childhood Services Project
- School-Age Child Care Project
- Unified Service Provider Plan Project
- Ohio Quality First & Technical Assistance Project
- Early Childhood Information & Dissemination Project
- Head Start Disabilities Project
- Ohio Head Start Facilities Project
- Early Childhood Education Computer Network

***Parent and Family Training Projects*** promote parent involvement in the education of their children and in the improvement of their schools. FY 95 projects included

- Family Ties
- Parents as Teachers
- Procedural Safeguards Project
- Home Activities Project
- Parent Mentor Projects

***Research and Development Projects*** provide information to support policy decisions related to improvements in teaching, learning, and systems development. FY 95 Division projects in this area include

- Ohio Child Care Research Project
- Kindergarten Study
- Project Intervention
- Project LINCCS




***Personnel Training Projects*** address the SBOE goal for supporting the continued growth and development of Ohio's early childhood teachers, service providers, and administrators. They include

- Reggio Emilia
- Higher Education Consortium
- SKI*HI Institute Projects
- Start with the Arts
- Early Childhood Video Series
- PROJECT PREPARE
- OACAA - Head Start Family Education Institute
- Specialized Training for Head Start Urban Grantees
- Capacity Leadership Training

# Technical Assistance Projects

In addition to the Early Childhood Services, School-Age Child Care, Unified Service Provider Plan, and Ohio Quality First Training and Technical Assistance projects discussed earlier, the Division supports the following technical assistance projects:

*Early Childhood Information & Dissemination Project: "providing accurate and timely information relating to services for Ohio's young children"*

This project provides Ohio early childhood service providers opportunities to access a variety of resources designed to increase awareness, knowledge, and skills. In addition to providing resources for Ohio's educators, the project disseminates resources across the country and to Canada. There are three major initiatives.

➨ *Annual State Conference*: More than 1,700 persons attended the 1994 Division of Early Childhood Education's Annual Early Childhood Education And School-Age Child Care Conference in October. The theme of the conference "Creating Connections for Success: Integrating Community Services for Young Children and Their Families," focused on the continued need for schools and community agencies to collaborate. This conference was also the beginning of a new collaborative professional development initiative between the Ohio Association for the Education of Young Children and the Division.

➨ *Statewide Early Childhood Education Newsletter*: The project publishes a periodic newsletter that includes information about best practices, professional development opportunities, new materials, and current research. The newsletter also provides Ohio and national news related to early childhood issues such as recently enacted and pending legislation that may have an impact on programs and services. The newsletter is disseminated throughout Ohio's school districts, Head Start grantees, university teacher training programs, and other related agencies and personnel.

➨ *Early Childhood Resource Lending Library*: The project houses the Division of Early Childhood Education Resource Lending Library and disseminates publications, film, audio-visual materials, and an extensive collection of curricula and instructional materials to all Ohio early childhood programs and personnel.

*Head Start Disabilities Project: "... a system of service for young children and their families that is equitable and family centered ..."*

The 1994 Interagency Agreement between the Federal Region V-ACF and the ODE-DECE specifies the respective responsibilities of Head Start and local education agencies (LEA's) for developing and implementing collaborative and cooperative agreements to serve young children with disabilities. This agreement outlines strategies to reduce duplicative services and clarifies requirements regarding preschool children identified with disabilities under State and federal statutes. The agreement states that the agencies will work together to identify children using the same criteria required of LEA's. Individual Education Plans (IEPs) will be developed accordingly for all eligible children.

The Head Start Disabilities Project is a component of the Early Childhood Services (ECS) project and provides local Head Start and public school programs with training and technical assistance needed to implement this agreement. During FY 95, ECS coordinators and Head Start directors received information and training regarding provisions of the agreement and developed regional training plans for local personnel.

*Ohio Facilities Project: "building facilities today—investing in the future ..."*

The Ohio Facilities Project (OFP) is funded to the Ohio Community Development Finance Fund (CDFF), a statewide non profit community-based organization, seeking to improve the quality of life in disadvantaged neighborhoods and communities. It mobilizes private and public financial resources, and facilitates program initiatives which strengthen and support these groups. In the past six years CDFF leveraged over $75 million in community projects.

The OFP provides individualized training and technical assistance to Head Start grantees in Ohio. Thirty-three of these grantees received planning grants resulting in 30 facilities to date. During FY 95 OFP awarded $328,000 in planning grants which resulted in $12 million in facilities expansion through new construction and rehabilitation. This represents 159 new classrooms that may potentially serve 3,500 children.

This year, OFP's major accomplishment included the following.

- Assisted in collaborative efforts to develop "one stop shops" throughout the state. These facilities are designed to house Head Start classrooms, MR/DD classrooms, private day care providers, mental health components, the Women, Infants and Children program (WIC), doctors/dentists, and other social service entities under one roof. Three of these facilities are already in operation and others are under construction.
- The Finance Fund/OFP in cooperation with the ODE established and capitalized the Ohio Nonprofit Facilities Fund. This instrument entices

lenders into investing in Head Start facilities. Facility expansion is expedited through this mechanism.

*Early Childhood Education Computer Network: "improving access to information ..."*

This project established a computer network designed to link Division regional offices across the State with each other and with Division central office staff. The network was developed and put into operation during Fall, 1994. This system allows the Division to provide quality services to its consumers through an improved communication system. Division staff are now able to share and transfer files, communicate locally and throughout the State via E-mail on a daily basis, and be more responsive to client needs by having immediate access to resources. In addition, consultants can be informed of priority situations without delay. Response time has been expedited, and use of phone, faxes, meetings, and paper copies have decreased.

## Parent & Family Training Projects

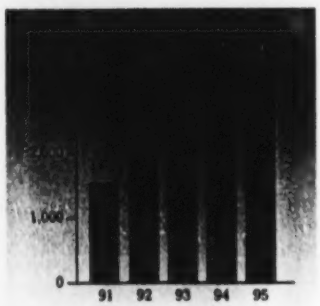
*Family Ties: "providing training and technical assistance to parents, professionals and agencies."*

This project, funded to the Ohio Coalition for the Education of Children with Disabilities (OCECD), has been a special initiative of the Division for five years. Its purpose is to foster appropriate learning environments for young children with special needs by involving parents as partners in the learning process. In FY 95, Family Ties training was tailored to meet the needs of foster or adoptive parents, families of young children with disabilities, Head Start parents and staff (including Migrant Head Start programs), and university students.

Family Ties

Parents and Professionals Trained over Five Years

Family Ties and Family Resource Center staff uses a "training of trainers" model. Parent Mentors, OCECD Family Resource Center personnel, and Family Information Network consultants were trained as trainers during the past year.




*Parents as Teachers Project: "implementing a nationally acclaimed parent program in Ohio's schools"*

The Ohio General Assembly allocated funds to support the parents' role as their child's first and most influential teacher. The Division of Early Childhood Education coordinates the nationally recognized Parents as Teachers (PAT) program to provide parents of young children with information and skill training designed to enhance their child's development. This program serves families by arranging home visits, group meetings, child screening for early detection of delays, and linkages with other service providers when needed. Recent research findings have shown that PAT has been effective in

- developing parent confidence and competence;
- improving parent-child interactions;
- strengthening family relationships;
- providing early literacy opportunities to young children; and
- increasing the likelihood that children will be happy, well-rounded and academically able.

Parents as Teachers projects have been funded in Ohio since 1990. Currently there are 22 PAT sites in Ohio. Nine of these projects receive funds from the Division. Other sites are supported by Even Start, Head Start, Titles I and II, and Venture Capital dollars.

*Procedural Safeguards Project: "providing parents of young special needs children with information ..."*

Development of *The Parents, Preschoolers, and Special Education Manual* was funded to the Southeastern SERRC. It represents the collaborative efforts of early childhood educators and parents in the region. The 45 page guide was developed in response to a need to provide information about early childhood special education regulations in a language and format that can be easily understood by parents. The guide is disseminated through the SERRCs.

*Home Activities Project: "a practical guide—developed with and for parents ..."*

Parents and early childhood staff in the Southeastern SERRC region are working together to develop a home activities guide. It will provide parents with information and ideas that support their children's development. Activities will revolve around daily routines such as mealtime and bedtime. This 'family friendly' guide will outline practical strategies for promoting children's development and for dealing with everyday problems in a situational context. Any parent who needs information and practical advice about helping their child learn will find this guide helpful.

Home Activities booklets will be disseminated through the SERRC Early Childhood Services Projects. Anticipated date for completion is Fall 1996.



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*Parent Mentor Projects: "providing supportive services and training to families of children with handicaps ... "*

Goal #7: Ohio Special Education Futures Forum

Parent Mentor Projects are a collaborative effort between the Divisions of Special Education and Early Childhood Education in cooperation with the Ohio Coalition for the Education of Children with Disabilities (OCECD). They were created in 1991, in response to Goal #7 of Ohio's Special Education Action Plan. Parent mentors are parents of children with disabilities who have experience interacting effectively with schools and understand the system of services in their communities. These individuals assist and support families of children recently identified as having a disability. The OCECD Parent Involvement in Education Project provides training and on-going support to the mentors.

Thirty Parent Mentor Projects serve 72 of Ohio's 612 school districts. Of the 30, 10 projects are funded by the Division through VI-B funds. Support for the additional 20 projects is provided by $1 M dollars that was set aside by the General Assembly for the 1993-95 biennium.

Requests for Proposals were read and evaluated by original parent mentors, members of Ohio's Parent Task Force, and special education professionals. Based on the merits of the proposal, each selected project received $25,000 this year to employ a parent mentor.

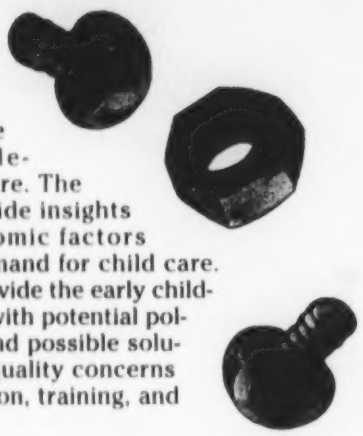
The effectiveness of mentors in guiding families through the maze of rules, regulations, and services is demonstrated by the lack of parent or school district complaints to the Divisions of Special Education or Early Childhood Education from school districts with projects. Interest in parent mentors continues to grow as school districts across Ohio become aware of their value.

## Research and Development Projects

*Ohio Child Care Research Project: "economic issues have changed the pattern of child care needs in major ways. which force us to rethink how we should or can respond to those needs ... "*

The Ohio Child Care Research Project is an extensive effort to describe the state of child care in Ohio. Three studies, completed this year, are available to interested audiences.

➡ *"The Ohio Child Care Survey"* describes the demand for child care in Ohio for the first half of the 1990's. The results are based on a telephone survey conducted with a random sample of Ohio's parents. The report describes which parents use child care, what child care arrangements are being used, how much child care costs, and which factors are related to the demand for child care. The conclusions provide insights relative to economic factors that influence demand for child care. These findings provide the early childhood community with potential policy implications and possible solutions to address quality concerns related to regulation, training, and subsidies.



➡ *"Child Care Needs of the Homeless: A Look into Shelters in Ohio"* begins to describe the child care needs of the homeless. Data were gathered through focus group interviews with women in shelters in seven of Ohio's major cities. The report summarizes findings related to issues surrounding child care and other issues pertaining to shelter policies and their staff and social service agencies and their staff.

➡ *"Battered Women: Voices from Ohio's Shelters"* explores the personal situations and abuse suffered by battered women in shelters. These women provide their perspectives about the role that existing system played in contributing to their present situation. The report provides information that could assist policy makers and service providers to better address this social problem and its impact on young children.

*Kindergarten Study: "developing a system to ensure successful transitions ... "*

In the Spring of 1995, a kindergarten advisory group was created to examine screening instruments and kindergarten entrance policies across programs in Ohio. This group represents classroom teachers, curriculum supervisors, principals, and university researchers. The Division commissioned this study to specifically address early childhood research that suggests that kindergarten screening practices are often used for the unintended purpose of determining school readiness and educational placement.

Data collection began in the Fall of 1995. A survey is being conducted with a random sample of kindergarten programs across Ohio. Qualitative research strategies will be used to obtain addi-

tional data. From the results of these inquiries, the Division can provide relevant technical assistance to schools and districts. The Division intends to prepare kindergarten screening guidelines that address recommended procedures for developmentally appropriate assessments and transition from preschool to kindergarten.

*Project Intervention: "meeting the needs of learners and families ..."*

This was the third year of a project to implement and evaluate a comprehensive assessment and intervention service delivery model for young children with special needs. Personnel included professionals from the University of Cincinnati, including the Arlitt Center, the Hopewell Special Education Regional Resource Center, the County Office of Education, and the Clermont County Office of Education. In addition, staff from Head Start agencies and other early childhood programs within the region all worked to implement and evaluate this problem solving, assessment, and intervention model. FY 95 activities included

- collection of cost analysis information;
- publication of articles in national early childhood special education and school psychology journals;
- presentations at national and State conferences; and
- inservice training sessions for groups from various disciplines serving young children.

The overall goal of the project is to examine acceptable, efficient, and effective naturalistic intervention strategies by studying problem situations that preclude effective parenting and teaching. Project Intervention staff are developing a manual for service delivery and other related materials which include

- pertinent literature and background materials;
- recommended decision making strategies, guidelines, and procedures;
- a collection of valid, naturalistic intervention strategies; and
- specific assessment strategies that are linked to interventions.

*Project LINCCS: "Linking Interagency Networks for Comprehensive Computer Systems ..."*

The purpose of Project LINCCS is to establish an interagency, multi-disciplinary, coordinated statewide system for the identification, tracking, and referral to appropriate services for children, 0-5 years, who are biologically or environmentally at-risk. By sharing information, agencies could aggregate data without personal identifiers. This will be useful for policy development, budget planning, accountability, service design, and evaluation. Major FY 95 activities included

- reviewing the many data management information systems across the State which track or refer young children who are either at risk or are identified as manifesting developmental delays;
- studying human factors, such as collaboration, which impact on the ability of diverse agencies to share information;
- supporting a feasibility study of actual technological linkage among agency computer hardware to create a common data base accessible to each agency;
- assisting in the development of Family Net, a regionalized, computerized bulletin board system in a five county area; and
- LINCCS is a cooperative effort between the Ohio Departments of Education and Health and the University of Cincinnati. It is funded by a three-year grant from the U.S. Department of Education.

## Personnel Training Projects

*Reggio Emilia: "understanding a community- and family-based approach to early education ..."*

*Newsweek* magazine (12/91) identified the early childhood system in Reggio Emilia, Italy as one of the 10 best educational programs in the world. This city's educational policies provide all children and families with high quality care and education.

The Reggio Emilia approach to education provides support and direction for Ohio's early childhood and primary education programs. Its philosophical framework views children as strong, curious, and capable. Educators recognize that children have multiple languages that they use to express, interpret,

If I can
ask my own questions,
try out my ideas,
explore what's around me,
share what I find:

If I have
plenty of time for
my special pace,
a nurturing space,
things to transform:

If you'll be
my patient friend,
trusted guide,
fellow investigator,
partner-in-learning;

Then I will
explore the world,
discover my voice,
and tell you what I know
in a hundred languages.

*Loris Malaguzzi*

and communicate their ideas and experiences. The Reggio Emilia framework requires a re-examination of the role of learners, parents, and teachers in curriculum development, teaching, and learning. In Reggio Emilia, the learning community constructs a curriculum that permits meaningful learning experiences for all involved. This approach values on-going professional development as an inherent ingredient to its success.

During FY 95, the Division sponsored a variety of educational workshops to introduce the elements of the Reggio Emilia approach to educators, administrators, and parents interested in modifying traditional early childhood education approaches. Presentations have been provided through five Special Education Regional Resource Centers, at two conferences of the Ohio Association for the Education of Young Children, and at three Division-sponsored Statewide Network Professional Development programs. During the 1994-95 school year, the Division offered three distinct professional development opportunities to listen, learn, and network. In July 1995, a four-day institute was held with four Italian educators from Reggio Emilia, Italy.

The Division will continue to support teacher efforts to learn more about this approach though professional development activities such as seminars, learning institutes, conference presentations, and visits to Italy and from Italian educators. Venture Capital Initiative funds can support, in part, Reggio Emilia activities in "Venture Schools."

*Higher Education Consortium: "Moving through the Looking Glass: Preparing for the Future in Early Childhood Education ... "*

Ohio Early Childhood Special Education
Higher Education Consortium
Summer Institute, 1995

This network of teacher educators from 13 public and private higher education institutions in Ohio, was formed in 1990 to break down traditional barriers between early childhood and special education in order to create a synthesis of exemplary practices. The purpose of the consortium is to promote collaborative efforts in early childhood special education personnel preparation. Consortium objectives are to

- Facilitate the exchange of information;
- Identify common issues related to personnel preparation, leadership training, and research;
- Promote professional advocacy; and
- Encourage research and evaluation of programmatic issues related to young children with disabilities and their families.

This project funds a Summer Institute to address these personnel preparation issues. The focus for the 1995 Summer Institute was on developing responsive interdisciplinary models of early childhood special education personnel preparation. The number and geographic representation of attendees at the Institute has grown since its inception five years ago.

*SKI*HI Institute Projects: "a nationally recognized training program to provide specialized training to professionals working with infants and young children with sensory or multiple impairments ... "*

This project embraces a family centered, home based approach. SKI*HI Institute projects include

- Project INSITE: focus on multi impairments;
- Project VIISA: focus on visual impairments; and
- Project SKI*HI: focus on hearing impairments.

SKI*HI staff provide training, support, and follow-up to state trainers. Over 150 local SKI*HI professionals have been trained as parent advisors across 76 counties.

Ohio serves as a demonstration state for a SKI*HI distance training pilot project. Three Special Education Regional Resource Centers are collaborating with the Institute in this effort. Participating trainees have access to on-line computer training sponsored by the Great Lakes Area Regional Center for Deaf/Blind Education.

Activities are co-sponsored by the Ohio Departments of Health, Education, Mental Retardation & Developmental Disabilities, and the Great Lakes Area Regional Center for Deaf/Blind Education. Training activities continue to target areas that have limited service options and to provide follow-up services to previously trained persons.

*Start with the Arts: "making the arts accessible for all children ... "*

Start with the Arts is a multi-media arts curriculum designed by Very Special Arts, a service organization that fosters arts accessibility for children with disabilities. It is funded by the Division to encourage the use of the arts and creative play as important learning strategies for preschool children with special needs. The curriculum emphasizes parental involvement, literacy connections, and adaptive strategies for an integrated arts based classroom.

During the first year of operation, 12 preschools were selected as pilot sites for the project. Eighteen new sites, along with six of the pilot preschools will implement the Start with the Arts curriculum during year two of the project. An artist directory, developed during the first year of the project, is a resource guide for program sites.

FY 95 project site activities included "hands-on" workshops and interactive culmination festivals. Teachers involved in the program participated in a

training conference held in August. Continuing in-service supports the teachers throughout the year.

### *Early Childhood Video Series: "expanding opportunities for professional development ..."*

This video series is being developed by the Division in collaboration with the Iowa and Nebraska Departments of Education and the North Central Regional Education Laboratory (NCREL) to meet the professional development needs of teachers and administrators interested in quality education and care. This videotape series will provide teachers with demonstrations of exemplary practice relative to

- the role of play in a child's learning;
- understanding and implementing developmentally appropriate and teaching strategies;
- developing an integrated curriculum based on the experiences children collectively and individually bring to the learning environment; and
- making curricular decisions that are responsive to children's needs and based on on-going, authentic assessments.

The videotapes will feature a series of vignettes. Viewers can become familiar with the practices and routines of a selected group of teachers. Additional tapes will present the views of parents and administrators as they strive to form partnerships and build a family-focused early childhood system.

### *PROJECT PREPARE: "the materials and modules are invaluable ... a wealth of information" — 1995 Institute participant*

PROJECT PREPARE evolved from the Early Childhood Special Education Personnel Preparation Model Development Project. It includes a set of nine competency-based training modules considered essential in early childhood special education. Since their development, modules have been used for both preservice and in service training activities by school districts, Head Start, teacher training programs, and a variety of agencies working with young children and their families. The project focuses on providing training to newly funded Public School Preschool and Head Start supervisors.

This year, 38 public school, Head Start, MR/DD, and private day care administrators and supervisors representing 19 counties attended a five-day leadership summer institute. Resource materials and information centered around five core themes. These themes were

- Policy and Program Management;
- Exemplary Practices in Inclusive and Developmentally Appropriate Programs;
- Authentic Assessment: Play-based, Portfolio, Contextual, Ecological, and Collaborative;
- New Exceptionalities and Special Health Care Needs in Early Childhood Programs; and
- Collaboration—Family-Professional, Team Building, Transition, Interagency: A Human Relation Framework.

More than 200 PROJECT PREPARE modules were requested last year. During FY 95, these modules underwent a comprehensive review that provided additional content validation, recommendations for their further application, and provision for supplementing and updating content. PROJECT PREPARE continues to collaborate with higher education training programs to ensure that future module revisions will reflect current research and instructional strategies.

### *OACAA-Head Start Family Education Institute: "helping families become self-sufficient ..."*

This project, funded to the Ohio Association of Community Action Agencies (OACAA), established a statewide Family Education Institute for Community Action Head Start Program personnel and other Ohio Head Start grantees. The Institute offers training programs geared specifically to the anti-poverty and family self-sufficiency mission of Head Start and other community action programs. The Institute trains Head Start staff to use the resources of all available Head Start and community provider programs, in order to develop services specifically geared to the needs of all family members. The project is designed to make the most efficient and effective use of existing training and technical assistance programs along with the development of a new curriculum for Community Action Head Start grantees. FY 95 activities centered on

- development of two manuals that focus on skill building for staff and a strategic planning guide for agency personnel; and
- a series of regional training and information sessions held throughout the State under the leadership of the Institute Advisory Board and Project Consultant.

These activities facilitate organizing and conducting effective training in local programs. The Institute continues to work toward ensuring the skills developed during this project are maintained and strengthened. Key constituents continue to be involved in this process.

### *Specialized Training for Head Start Urban Grantees: "providing support to urban programs ..."*

The Ohio Urban Resources System, Inc. (OURS) received a grant from the Division to provide outreach training to Head Start grantee agencies in large urban areas. The purpose for this training was to:

(1) ensure that each Head Start program has an integrated strategic plan with their urban Community Action Agency; and (2) increase the tools and skills of Head Start providers in large urban areas to enroll as many children as possible with available funds.

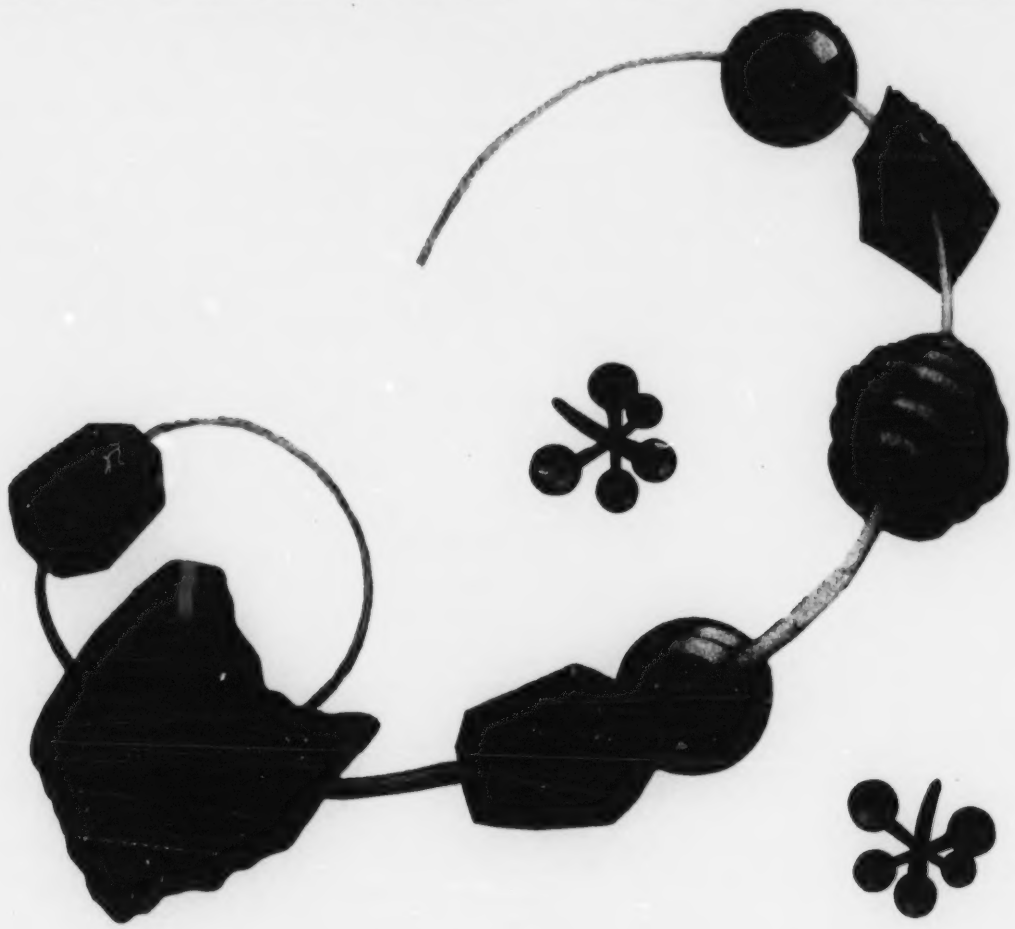
Eighty-five Head Start and Community Action Agency staff, board members, and parents attended a two-day training workshop. Topics included "An Integrated Service System through Strategic Planning" and "Outreach in the Inner City." The sessions were facilitated and videotaped by professionals. Each of the 11 Head Start grantees who participated were given a set of the tapes so they can train other staff who did not attend.

One significant result of this training was a collaborative agreement that the Council for Economic Opportunities in Greater Cleveland entered into with the Cleveland Public and Maple Heights City Schools.

### *Capacity Leadership Training: "developing leadership skills for Head Start programs ... "*

This project, funded to the Ohio Head Start Association Inc. (OHSAI), provides programs for Head Start personnel that focus on staffing, career development, and improving the management of local Head Starts. The project builds upon the past by supporting a carefully planned sequence of training events that promote a high level of professional capability in Head Start programs. Project activities included the following.

- *Head Start Executive Training* – Two programs, The University Associates Intern Program and the Ohio Head Start Executive Academy, focused on professional and personal growth, group process, group dynamics and team building, organizational understanding, and management skill development. Fifty individuals participated in the Intern program which encompassed 27 days of intensive, experientially based training. Thirty-seven Head Start Directors and Executive Directors attended the five day Executive Academy training program.
- *Applied Strategic Planning Model* – Approximately 90 Head Start and Community Action Agency staff participated in training. This model is now in use by Region V-b TASC.
- *Head Start Management Academy* – "Coordinator School." Seventy-eight participants representing 30 Head Start providers attended two full weeks of training. Topics mirrored those featured in the Executive Academy.



# FY 95 Highlights & Major Accomplishments

The Division of Early Childhood Education's central focus on forging connections has led to many successful collaborations with families, programs, and local and state agencies. Division staff engaged in numerous activities to promote program quality and systems development. A summary of Division accomplishments is provided below. In addition, several of Ohio's early childhood programs, that have been distinguished for their exemplary practices, are highlighted in this section.

## Interagency Collaborations

Division staff worked in collaboration with several local and State agencies. As a result the Division

- Continued to play key roles on Ohio Family and Children First Initiative Committees. Administrative staff chaired or participated in the following subcommittees.
  - ➡ Professional Development Subcommittee: This group is working towards the coordination and advancement of various initiatives for the purpose of creating a seamless statewide professional development system,
  - ➡ Consolidated Plan Subcommittee: This team was established to better coordinate services for children and families by relieving local agencies of cumbersome requirements and been charged with consolidating six currently required plans,
  - ➡ Facilities Approval Service Project: Division staff worked as part of a team of representatives from the Ohio Departments of Health, Commerce, Industrial Relations, Education, and Human Services to develop a plan for a model facilities approval system. This non-duplicative system is being devised to minimize bureaucratic barriers and improve customer satisfaction related to the inspection and approving of facilities for use and occupancy. Four pilot sites that represent a rural, urban, and metropolitan mix were awarded a $72,000 grant for an 18-month period to design and operate a Consumer Services Center. The Division continues to play an active role in administering the grant and in working towards promoting necessary statutory changes for statewide implementation, and
  - ➡ Program Quality Subcommittee and Access Subcommittees: Consultants participated as team members on these committees which address standards for early childhood and care programs, respectively.
- Collaborated with Ohio Department of Health in co-chairing the Goal 1 committee report of Ohio's Fifth Annual Progress Report on Education. The Goal 1 report tracks Ohio's progress to ensure that by the Year 2000, all children will be ready to learn. The Division collected data on the percent of eligible children ages three and four who are being served by Head Start and Public School Preschool programs. The data for this year show that since 1991, Ohio has almost doubled the number of children living in poverty who are served by Head Start or a Public School Preschool program. Similarly, the numbers of children ages three to four who are served in Preschool Special Education programs has increased from 35% in 1991 to 68% in 1994. This cross-agency activity has established a policy framework to develop cross-agency priorities.
- Participated on the Ohio Early Intervention Interagency Council. Among their accomplishments this year, council members, who are appointed by the Governor, developed policies related to the Individualized Service Provider Plan, implemented a series of 16 transition workshops, and established an early intervention mental health committee and a managed care/insurance work group.
- Collaborated with Region V-ACF, the Ohio Department's of Health, Human Services, and Mental Retardation and Developmental Disabilities, regional coordinators from the State's Special Education Region Resource Centers, the Ohio Head Start Association, and service providers across the State to finalize a nationally recognized Head Start Disabilities Agreement. Regional training regarding the framework and components of the agreement was conducted as a result. This multi-agency task force also conducted a state-wide survey to determine the strengths and needs of programs throughout the State that serve preschool children with disabilities.
- Collaborated with Action for Children to publish the *School-Age Child Care Program Guidelines*. This manual was disseminated to all public school principals in Ohio, all State licensed SACC programs, the Ohio Department of Human Services, and to 128 programs nationwide.

Hosted 60 SACC providers and leaders across Ohio to discuss and provide feedback on the proposed National School-Age Child Care Standards.

- Collaborated with the Ohio Early Childhood Higher Education Consortium to evaluate and select 12 exemplary early childhood education projects from among 36 Martha Holden Jennings Foundation Lighthouse II grant recipients. The programs selected in Year 3 of the grant represent rural, suburban, and urban programs that have demonstrated innovative strategies that may help define "promising practices" for Ohio's early childhood programs.
- Participated as members of the cross agency Ohio Transition Committee and the Core Content Work Group in order to clarify the transition process and procedures for young children who are leaving early intervention services and who may be eligible for preschool special education programs. These committees were established to define federal and State requirements outlined in the "Ohio Early Intervention Transition Policy" that is approved by the Ohio Interagency Early Intervention Council and by the U.S. Department of Education. As a result of the committees' work, training materials were developed and cross system training was conducted in each of Ohio's 16 SERRC regions.
- Co-authored with the Southwest Region Special Education Resource Center *Parents, preschoolers, and special education: Your rights, procedures and protections*. This publication was disseminated to parents and early child service providers in Ohio. It explains the processes of identification, evaluation, IEP development, and decision making for the provision of special education and related services for preschool children with disabilities.
- Collaborated with federal Region V-ACF to conduct 25 Level I on-site reviews of Head Start Programs in Ohio.

## Inter-departmental Collaborations

Staff provided leadership and collaborated with many of the Department's divisions. As a result of these activities, Division staff

- Piloted a system of integrated monitoring to establish an efficient and effective comprehensive program evaluation strategy for early childhood programs that the Division has the responsibility to license and monitor.
- Collaborated with the several Divisions within the Department's School Improvement Unit to develop the Venture Capital school renewal initiative and to provide technical assistance to "Venture Schools" with early childhood education programs.
- Worked with other Department staff and the Learner Outcomes Panel to prepare a draft of the proposed standards for Ohio Schools. This document reflects early childhood philosophies throughout the "core" rules and within the special education section. The Early Childhood Focus Group served as the Division's advisors by providing thoughtful input and feedback. Staff also collaborated with the Division of Special Education to develop rules governing the operation of special education programs that when adopted will result in one set of rules for all children with disabilities from birth to age 22.
- Collaborated with the Division of Special Education to develop *Special Education Model Policies and Procedures* to assure a seamless system of service delivery from birth to age 22. This document was made available to school districts in Fall 1995.

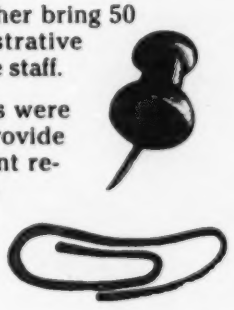
## International Connections

The director served as a consultant to Children's Resources International, Inc. (CRI), an organization providing training and technical assistance to Central Eastern and the former Soviet Union countries regarding comprehensive early childhood programming. This project, funded by the Soros Foundation, focuses on developing model classrooms by introducing innovative teaching methodologies, as well as a community-based, coordinated concept of health, nutrition, and welfare services to young, underserved children in Eastern Europe.

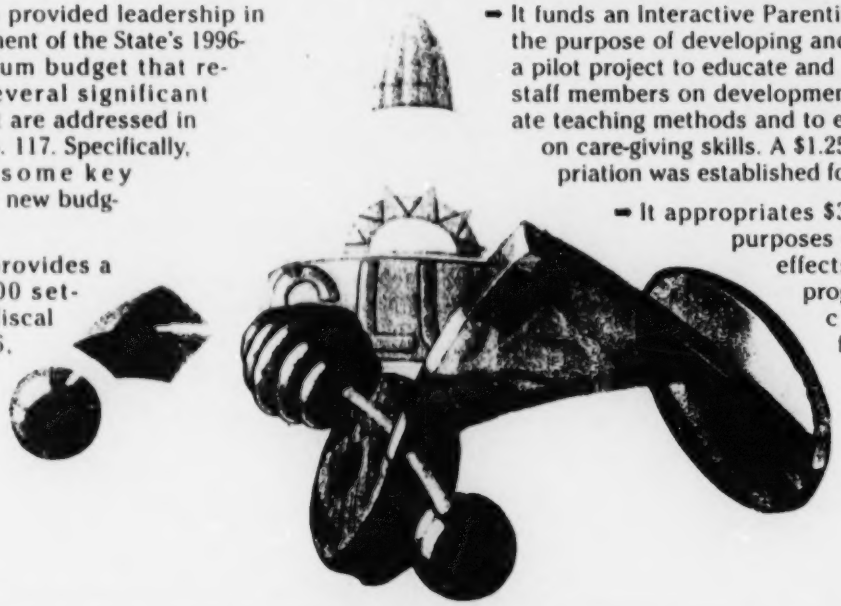
The Division continued its relationship with Reggio Emilia, Italy through its sponsorship of three events designed to engage participants in the exemplary early childhood practices embraced in that model community. (See page 20 for more information.)

## Other Significant Highlights

- The Division celebrated "Week of the Young Child" (April 25-28, 1995) by displaying art work and other materials that reflected the unique characteristics of young children in the Ohio Departments Building lobby. The Division also hosted an "Open House."
- Four consultants who together bring 50 years of Head Start administrative experience were added to the staff.
- Regional licensing activities were computerized in FY 95 to provide more cost- and time-efficient responses to districts and allows the Division's regional consultants to easily access data to better determine statewide needs for technical assistance and training.



- Division administrative staff closely monitored federal Congressional activity concerning IDEA. Possible cuts and changes in FFY 96 appropriations and reauthorization bills will have an effect on Ohio's programs that serve children with disabilities.
- The Division provided leadership in the development of the State's 1996-1997 biennium budget that resulted in several significant changes that are addressed in Am. Sub. H.B. 117. Specifically, there are some key points in the new budget bill.
  - The bill provides a $3,000,000 set-aside for fiscal year 1996, to be distributed by ODE to the Ohio Community Development Finance Fund. These funds shall be used to leverage private sector funds to assist Head Start agencies in the purchase and renovation of Head Start facilities or the construction of such facilities.
  - It funds an Interactive Parenting Program for the purpose of developing and implementing a pilot project to educate and train preschool staff members on developmentally appropriate teaching methods and to educate parents on care-giving skills. A $1.25 million appropriation was established for the program.
  - It appropriates $300,000 for the purposes of studying the effects of Head Start programs on young children and families.



## Award Recipients

Since 1993, the Division has acknowledged programs across the State that demonstrate exemplary practices by awarding these programs the Irene Bandy-Hedden award. This year, "BEST" awards were presented for the first time to programs at the school, district, and community collaborative level that demonstrate model practices and successful outcomes. Five early childhood programs were among the 56 "BEST" award recipients.

**Irene Bandy-Hedden Award Recipients**

- Columbus Public Schools: Early Childhood Program
- Holmes County Office of Education and Holmes County Board of MR/DD
- Berlin-Milan Local Schools: Early Childhood Program: Little Charges Preschool & Kindergarten Plus
- Cuyahoga County Board of MR/DD: William Patrick Day Early Childhood Center
- Darke County Board of MR/DD and Darke County Board of Education: Anthony Wayne Early Childhood Center
- Cuyahoga County Board of Education and the Achievement Center
- Norton City Schools: Preschool Program
- Delaware City Schools: School-Age Child Care Program
- Worthington City Schools: Care After School, Inc.
- South-Western City Schools: Head Start Program

Fifteen additional programs received a Certificate of Merit.

**"BEST" Awards**

The following programs received the distinguished Ohio BEST Practices award for excellence in staff development. This honor is awarded to programs which demonstrate innovative educational practices that contribute materially to the achievement of the eight National Education Goals.

- Champaign County Early Childhood Program
- Columbus Public Schools: Early Childhood Education
- University of Cincinnati College of Education: Arlitt Child and Family Research Education Center
- Barberton City Schools: Decker Family Development Center
- Cincinnati Public Schools and Hamilton County Head Start Grantee Enhancement Program

# APPENDIX A

## BIOGRAPHIES AND DIRECTORY

## Central Office Staff

*Ohio Departments Building*
*65 South Front Street*
*Columbus, Ohio 43215-4183*
*614/466-0224 614/728-2338 FAX*

**Jane M. Wiechel, Director**

Jane came to the Department in 1981, after spending seven years as a special education and reading teacher in Northern Ohio. She has served as the director of the Division since 1989. Jane earned a B.S. in Elementary and Special Education, a M.A. in Reading, and a Ph.D. in Educational and Special Education Administration. She is currently involved in several state and national leadership and community service activities.

**Mary Lou Rush, Assistant Director**

Mary Lou has been with the Department of Education since 1990. She earned her Ph.D. in Educational Psychology from the University of Toledo where she became an assistant professor. She has also been a teacher, behavior consultant, and supervisor. Prior to her 20 years in public education, Mary Lou was a manager for Ohio Bell where she was responsible for management staff training and development.

**Karen E. Sanders, Assistant Director**

Karen earned her Ph.D. from The Ohio State University in the areas of Educational Policy & Leadership and Business Management & Human Resources. She has 22 years of experience in Ohio's educational system at local, regional, and state levels. She has been employed by the ODE since 1981.

**Ray Cook, Consultant**

Ray has a B.A. in Zoology with a minor in Economics, and a M.S. in Sports Administration. He was employed in the private sector as a cash management specialist and a senior financial controller for four years prior to coming to the Division. He currently is a fiscal consultant for Head Start, Public School Preschool, and Preschool Special Education programs.

**Chip Geckler, Consultant**

Chip has a B.S. in Education and a M.A. in School Administration. He was a teacher, assistant principal, and principal in the Westerville School District for 20 years. Chip serves as a financial consultant for Public School Preschool grant programs, working as a member of the fiscal services team.

**Edna Kimm, Consultant**

Edna has a B.S. in Education and a M.A. in Reading. She brings to the Division experience as a teacher, reading specialist, school principal, special education supervisor, and curriculum and program director. She is a consultant to the Preschool Special Education program with fiscal and grant processing responsibilities, specifically managing unit funding and EMIS.

**Margaret MacLearie, Consultant**

Margaret graduated with a degree in Education from Kent State University. She served as both a public school teacher and administrator prior to her employment with the Division. Her current responsibilities include providing support to disabilities programs and fiscal services.

**Sandy Miller, Consultant**

Sandy has a B.S. in Speech and Hearing, a M.A. in Child Development, and a Ph.D. in Early Childhood Education. She has 15 years experience as a preschool and infant-toddler teacher. She was also an assistant professor at The Ohio State University and Otterbein College. Her current responsibilities include professional and curriculum development and Venture Capital grant activities.

**Cathy Oriole, Consultant**

Cathy has a B.S. in Home Economics and Early Childhood and a M.A. in Administration and Supervision. She was a special education teacher for 14 years before joining the East Central Special Education Regional Resource Center where she served as an early childhood coordinator. Her current responsibilities focus primarily on parent and family involvement and education.

**Mary T. Peters, Consultant**

Mary has a B.A. in Speech Pathology and Audiology and earned a M.A. and a Ph.D. in Special Education. She has 18 years experience working with persons with disabilities. Mary also served as an adjunct professor at Ohio Dominican College and is currently a Division educational consultant assigned primarily to standards development.



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**Lynn Runyon, Consultant**

Lynn has a B.A. in Elementary Education. She was a Head Start director for nine years and worked on the Department of Education's Ohio Quality First Project at The Ohio State University for one year. She presently is a member of the fiscal team.

**Jerry Scott, Team Leader**

Jerry has a B.S. in Business Administration and M.S. in Health Administration. Prior to his employment with the Division, he served with the US Air Force for 24 years, worked as a private consultant, and worked as an administrator in a child development program. Jerry is currently responsible for managing the fiscal services team.

**Central Office Support Staff**

Connie Sims, Word Processing Specialist; Lisa Usselman, Administrative Assistant; Patti Underwood, Word Processing Specialist; Sherry Summroell, Word Processing Specialist

## Regional Consultants

**Terry Morris, Consultant**

NORTHWEST REGIONAL OFFICE (Region 1)
University of Toledo
2801 West Bancroft
SWAC Room 1247
Toledo, Ohio 43606-3390
419/530-6018 419/530-6016 FAX

Word Processing Specialist: Greg Garand

Terry has a B.Ed. in Special Education and a M.S. in Speech Pathology. Her post graduate work was in Early Childhood Education. She was a teacher and parent education coordinator for Toledo Public School's Early Childhood Program for a total of 11 years prior to coming to the Division. Her responsibilities include consultant to the Public School Preschool Grant Program.

**Patsy Ciaciuch, Consultant**

WEST CENTRAL REGIONAL OFFICE
(Region 2)
1020 North Perry Street
Ottawa, Ohio 45875
419/523-5088 419/523-9276 FAX

Word Processing Specialist: Tricia Gwinn

Patsy has a B. S. in Elementary Education and a M.A. in Curriculum. She has 21 years experience working with young children, and primary and secondary students. Prior to her employment with the Division, she was a supervisor with the Lucas County Office of Education. Her responsibilities include consultant to the School-Age Child Care Program.

**Maggie Chiara, Consultant**

SOUTHWEST REGIONAL OFFICE
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9772 Princeton Pike, Suite 3
Cincinnati, Ohio 45246
513/874-1771 513/874-1886 FAX

Word Processing Specialist: Jamie Redden

Maggie has a B.S. in Business Education and a M.A. in Special Education. She has 22 years experience in early childhood education on both a local and state level. Her work focused on parent involvement, interagency collaborations, and staff development. Maggie has been with the Division for three years.

**Grace Essex, Consultant**

SOUTHEAST REGIONAL OFFICE
(Region 4)
449-B East State Street
Athens, Ohio 45701-1844
614/592-5247 614/592-5169 FAX

Word Processing Specialist: Connie Vale

Grace has her B.S. in Vocational Home Economics and her M.S. in Family Studies. She has 21 years of experience in education as a classroom teacher, GRADS coordinator, and vocational supervisor. Grace also owned and administered a private preschool. Her present responsibilities include licensing activities.

**Linda Daniels, Consultant**

CENTRAL REGIONAL OFFICE (Region 5)
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215-4183
614/466-0224 614/728-2338 FAX

Linda has a B.S. and M.S. in Home Economics and Child and Family Relations. She has 15 years of experience as a high school teacher, administrator, and preschool teacher. She has been a consultant for the ODE for the past 10 years and has had responsibilities for the Family Life and Child Care Job Training Program. She now has responsibilities that include licensing.

# APPENDIX A

## BIOGRAPHIES AND DIRECTORY (CONTINUED)

**Edith Greer, Consultant**

EAST CENTRAL REGIONAL OFFICE
(Region 6)
170 West High Avenue, Suite 203
New Philadelphia, Ohio 44663
216/364-5567 216/343-3038 FAX

Word Processing Specialist: Cheryl Markle

Edith has a B.S. and a M.S. in Special Education and Supervision. Prior to her assignment with the Division, she worked as a special education teacher, a work-study coordinator, and a special education supervisor. Her responsibilities include consultant for Preschool Special Education programs and co-chair of the Integrated Evaluation Committee.

**Kimberly Carlson, Consultant**

NORTHEAST REGIONAL OFFICE
(Region 7)
3929 Center Road, PO Box 832
Brunswick, Ohio 44212-0832
216/220-6410 216/220-8969 FAX

Word Processing Specialist: C. J. Dziorney

Kim received a B.A. in Elementary Education and a M.A. in Special Education. She has been an elementary and special education teacher, a preschool special education supervisor, a director of a child care center, and a university instructor in special education. Kim co-chairs the Head Start Disabilities Project.

**Ann Gradisher, Team Leader**

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Word Processing Specialist: Sharon Roberts

Ann graduated with a B.S. in Education from St. John College. Her teaching experiences include elementary education, special education, and parent advocacy and education. Prior to her employment with the Division, she served as project assistant to PROJECT PREPARE. Ann serves as Division coordinator for program development and evaluation.

**Pat Vaughan, Consultant**

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Word Processing Specialist: Sharon Roberts

Pat earned a B.S. in Interpersonal Communications from Ohio University. His work experience, prior to employment with the Division, includes four years in the U.S. Marine Corps, seven years with the U.S. Department of Transportation in Oberlin, and 11 years as a Head Start Director. Pat now serves as a consultant to Head Start programs.

**Ellen Purchase, Consultant**

SOUTHWEST REGIONAL OFFICE,
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Word Processing Specialist: Jamie Redden

Ellen has a B.S. in Education and a M.S. in Early Childhood and Family Life Education. She has experience as an elementary teacher, Head Start Director, and Family Day Care Recruiter/Specialist. She serves on the Head Start Facilities Project and the Head Start Alcohol Project and other Drug Prevention Projects.

**Susan Russell, Consultant**

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University of Toledo
West Region
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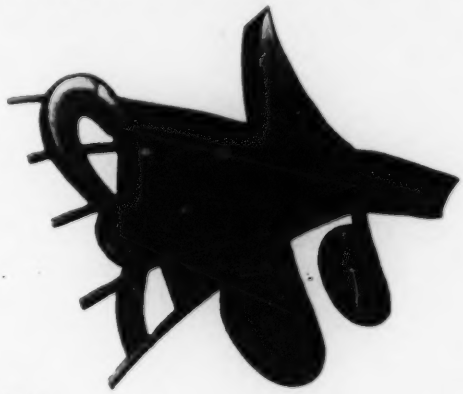
Word Processing Specialist: Greg Garand

Susan received her B.A. in Liberal Arts and her M.A. in Human Resource Development. She has 21 years of child and family advocacy experience in Head Start and has served on the boards of many Head Start related organizations. Susan presently serves as a consultant to Head Start programs in her region.

**Regional Support Staff**

Cheryl Markle, Word Processing Specialist; C. J. Dziorney, Word Processing Specialist; Greg Garand, Word Processing Specialist. Camera shy: Tricia Gwinn, Word Processing Specialist; Jamie Redden, Word Processing Specialist; Connie Vale, Word Processing Specialist; and Sharon Roberts, Word Processing Specialist.



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## APPENDIX B

### REGIONAL PROJECT STAFF

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Child Care Resource Network
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SACC specialist: Pat Nance

## Ohio Quality First Training and Technical Assistance Project

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Caroline Coston, Project Director
Diane Jordan, Program Specialist
Dianne Spinazzola, Clerical Specialist

# APPENDIX C

## ADVISORY COMMITTEE MEMBERS

**Early Childhood Education and School-Age Child Care Conference Planning Committee**

This committee provides the Division of Early Childhood Education with thoughtful input to assist in the development of our annual conference. In addition to contributing to the development the conference theme, the advisory group evaluates participant feedback, identifies professional development needs, evaluates presenter proposals, and recommends speakers.

**Goal 1 Subcommittee**

This subcommittee assisted in tracking and reporting Ohio's progress in achieving the national education goal that states: "By the year 2000, all children in America will start school ready to learn."

**Head Start Disabilities Task Force**

The task force was charged with forging a joint agreement between the federal Region V Administration for Children and Families, the Ohio Department of Education, Division of Early Childhood to serve young children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA).

**Kindergarten Advisory Committee**

Committee members provide expertise and guidance related to the development, implementation, and analysis of the kindergarten study.

**LINCCS Data Management Council**

Comprised of state and local agency administrators and data managers, parents and project staff, this council provides the LINCCS management team with information and feedback with respect to project goals and objectives.

**Ohio Head Start Budget Coalition**

The coalition was formed to assist the Division of Early Childhood Education in making budget and policy recommendations for State-funded Head Start programs.

**Standards Focus Group**

This group was convened to provide direction and address issues related to the development of new Teacher Licensure and Standards for Ohio schools.

Connie Ackerman
Ohio Department of Education
*Goal 1 Subcommittee*

Lisa Adler
Elmwood Local Schools
*Standards Focus Group*

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Catherine Blount
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*Standards Focus Group*

Jo Bostic
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Deborah Bowen
Northern Ohio CA
*Management Assistance Advisory Committee*

Joyce Brannan
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Dan Brown
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Susan Buckbee
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# APPENDIX C

## ADVISORY COMMITTEE MEMBERS (CONTINUED)

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*Standards Focus Group*

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Youngstown CAC
*Management Assistance Advisory Committee*

Lolita Clark
CMACAO Head Start
*Management Assistance Advisory Committee*

Phil Cole
Ohio Association of Community Action Agencies
*Management Assistance Advisory Committee*
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Center for Special Needs Populations
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King School
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Cliff Davis
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## APPENDIX C

### ADVISORY COMMITTEE MEMBERS (CONTINUED)

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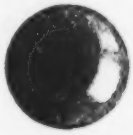

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Wilma Lane
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# APPENDIX C

## ADVISORY COMMITTEE MEMBERS (CONTINUED)

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Donna Lord
Parents as Teachers
*Goal 1 Subcommittee*

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Franklin County Board of MR/DD
*Standards Focus Group*

Cleo Lucas
Canton City Schools
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Butler County Watch
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## APPENDIX C

### ADVISORY COMMITTEE MEMBERS (CONTINUED)

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Ohio Department of Education
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# Appendix C

## Advisory Committee Members (continued)

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OAEYC
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Robin White
Vocational & Career Education
*Goal 1 Subcommittee*

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Donna Wood
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*LINCCS Data Management Council*

Tom Yates
Berea City Schools
*Standards Focus Group*

# Appendix D

## Publications of the Division of Early Childhood Education

## Early Childhood Education and Care

Waltman, R. A., Votaw, M., & Mahaley, P. M. (Eds.) (1991). *The Ohio early childhood curriculum guide: Birth through eight.* Columbus, OH: Ohio Department of Education.

Jurs, S. G., Weiss, S. J., & Hill, D. H. (1994). *The Ohio child care survey.* Columbus, OH: Ohio Department of Education.

Jurs, S. G., & Weiss, S. J. (1994). *Child care needs of the homeless: A look into shelters in Ohio.* Columbus, OH: Ohio Department of Education.

Jurs, S. G., & Weiss, S. J. (1995). *Battered women: Voices from Ohio's shelters.* Columbus, OH: Ohio Department of Education.

## Preschool Special Education

**EC-SPEED**

Johnson, L. G., Johnson, P. A., McMillan, R. P., & Rogers, C. K. (1992). *Early childhood, special education program design evaluation guide: EC-SPEED.* Columbus OH: Ohio Department of Education.

**Booklets**

- Design and Evaluation Guide
- Annotated Bibliography
- Curriculum Guide
- Summer Institute Proceedings

**EC-SPEED Videotapes: Early Childhood at its Best Training Videotapes**

- Aesthetic Development
- Cognitive Development
- Curriculum and Methodology
- Emotional Development
- Legal Issues
- Philosophy
- Physical Development
- Related Program Components (2)
- Self-Help
- Social Development
- Language Development

**EC-SPEED Kit:** includes four booklets, "Early Childhood at its Best" videotape, and 13 training videotapes.

**PROJECT PREPARE**

Pisarchik, S. E., Gradisher, A. K., Stahlman, J. I, & Safford, P. (Eds.) (1992). *PROJECT PREPARE.* Columbus, OH: Ohio Department of Education.

**Individual modules:**

- Assessment
- Family collaboration
- IEP
- Integration
- Managing behaviors
- P.L.A.Y.
- Planning
- Transition.

Roach, D., Dransfield, D., Rush, M. L., & Oriole, C. (Eds.) (1994). *Parents, preschoolers, and special education.* Columbus, OH: Ohio Department of Education.

Ohio Department of Education (Eds.) (1995). *Model policies and procedures for the education of children with disabilities.* Columbus, OH: Ohio Department of Education.

Ohio Department of Education (Eds.) (1993). *Ohio's young children with disabilities and their families: A guide for school administrators.* Columbus, OH: Ohio Department of Education. (BROCHURE)

Ohio Department of Education (Eds.) (1990). *Early childhood identification process: A manual for screening and assessment.* Columbus, OH: Ohio Department of Education.

Ohio Department of Education (Eds.) (1990). *Making the pieces fit.* Columbus, OH: Ohio Department of Education. (BROCHURE)

## APPENDIX D

PUBLICATIONS OF THE DIVISION OF EARLY CHILDHOOD EDUCATION (CONTINUED)

### Kindergarten

Ohio Department of Education (1992). *A longitudinal research study of the effects of preschool attendance and kindergarten schedule: Kindergarten through grade four.* Columbus, OH: Ohio Department of Education.

### School-Age Child Care

Neufeld, S. (Ed.) (1994). *School-Age Child Care, program guidelines.* Columbus, Ohio: Action for Children, Ohio Department of Education.

Jurs, S, G. & Wiess, S., J. (1992). *School-age child care programs in Ohio: Survey research findings.* Columbus, OH: Ohio Department of Education.

Materials and cost information available through

Information Dissemination Project
470 Glenmont Avenue
Columbus, Ohio 43214-3292
(614) 262-4545
(614) 262-1070 FAX

# APPENDIX E

## ECE UNITS AND FUNDS DISTRIBUTED BY COUNTY FOR PRESCHOOL SPECIAL EDUCATION, PUBLIC SCHOOL PRESCHOOL, SCHOOL-AGE CHILD CARE AND EARLY IDENTIFICATION

| County | Preschool Special Ed. State Units - # (1) | Public School Preschool State $ (2) | School-Age Child Care State and Federal SACC $ (3) | Early Identification State $ (4) | Preschool Disability Federal $ (5) |
|---|---|---|---|---|---|
| Adams | 2.77 | $ 133,120 | | | $ 26,877 |
| Allen | 8.2 | | | $ 10,000 | 59,024 |
| Ashland | 5.33 | | | | 47,957 |
| Ashtabula | 11.36 | | | | 80,104 |
| Athens | 13.5 | 514,441 | | | 51,646 |
| Auglaize | 6.75 | | | | 44,268 |
| Belmont | 8.35 | 78,762 | | | 40,579 |
| Brown | 2.16 | 227,471 | | | 17,918 |
| Butler | 26.55 | 121,066 | | | 231,353 |
| Carroll | 3.19 | | | | 31,093 |
| Champaign | 9.51 | 169,546 | | | 59,551 |
| Clark | 25.16 | | | 2,335 | 144,925 |
| Clermont | 18.65 | 175,000 | | | 139,655 |
| Clinton | 9.18 | | | | 30,566 |
| Columbiana | 9.55 | | | 9,162 | 62,186 |
| Coshocton | 5.09 | 111,837 | $ 19,360 | 4,000 | 40,052 |
| Crawford | 7.56 | 419,734 | | 10,000 | 45,849 |
| Cuyahoga | 129.85 | 1,744,163 | 40,000 | 20,000 | 1,204,195 |
| Darke | 10.82 | 193,794 | | | 72,726 |
| Defiance | 9.63 | | | | 57,970 |
| Delaware | 11.57 | | 39,998 | | 60,605 |
| Erie | 13.35 | 492,926 | 19,910 | | 86,955 |
| Fairfield | 11.35 | 255,795 | | | 57,443 |
| Fayette | 3.24 | | | | 32,674 |
| Franklin | 132.04 | 1,578,296 | 8,741 | 2,450 | 680,884 |
| Fulton | 6.4 | 211,450 | | | 34,255 |
| Gallia | 7.24 | | | 10,000 | 37,417 |
| Geauga | 14.55 | 122,322 | | | 36,363 |
| Greene | 17.09 | | | | 147,833 |
| Guernsey | 9.16 | | | | 36,363 |
| Hamilton | 56.78 | 849,252 | | | 470,084 |
| Hancock | 10.78 | | | | 46,376 |
| Hardin | 6.27 | 207,235 | | | 36,363 |
| Harrison | 7.19 | | | 10,000 | 36,890 |
| Henry | 10.72 | 200,221 | 13,486 | | 34,255 |
| Highland | 1.87 | | 20,000 | | 22,134 |
| Hocking | 2.0 | | | | 8,432 |
| Holmes | 5.26 | 58,534 | | | 18,445 |
| Huron | 18.5 | 991,358 | | 10,000 | 72,726 |
| Jackson | 7.98 | 226,450 | | | 50,592 |
| Jefferson | 13.16 | 1,531,530 | 40,000 | | 92,225 |
| Knox | 9.48 | 420,493 | | | 49,538 |
| Lake | 21.93 | 313,931 | | 10,000 | 194,990 |
| Lawrence | 10.08 | 272,165 | | | 47,957 |
| Licking | 17.01 | 344,163 | | | 73,253 |
| Logan | 9.73 | 62,965 | | 4,000 | 33,201 |
| Lorain | 36.29 | 310,159 | 20,000 | | 196,571 |
| Lucas | 41.89 | 881,820 | | 10,000 | 288,269 |
| Madison | 13.76 | 239,257 | | | 40,579 |
| Mahoning | 29.36 | 182,428 | | 9,939 | 181,288 |
| Marion | 16.73 | 140,147 | | | 71,145 |
| Medina | 14.05 | 207,800 | | | 133,858 |
| Meigs | 3.35 | | | | 20,553 |
| Mercer | 5.77 | 213,166 | | | 76,942 |



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# APPENDIX E

## ECE UNITS AND FUNDS DISTRIBUTED BY COUNTY FOR PRESCHOOL SPECIAL EDUCATION, PUBLIC SCHOOL PRESCHOOL, SCHOOL-AGE CHILD CARE AND EARLY IDENTIFICATION (CONTINUED)

| County | Preschool Special Ed. State Units - # (1) | Public School Preschool State $ (2) | School-Age Child Care State and Federal SACC $ (3) | Early Identification State $ (4) | Preschool Disability Federal $ (5) |
|---|---|---|---|---|---|
| Miami | 11.2 | $ 129,763 | $ 16,328 | | $ 72,726 |
| Monroe | 2.12 | | | | 10,540 |
| Montgomery | 54.13 | 1,666,778 | 59,101 | | 372,589 |
| Morgan | 3.02 | | | | 17,391 |
| Morrow | 4.61 | | | | 32,147 |
| Muskingum | 13.9 | 601,015 | 59,817 | | 70,618 |
| Noble | 1.0 | | | | 11,594 |
| Ottawa | 7.0 | 326,738 | | $ 10,000 | 34,782 |
| Paulding | 6.62 | | | 9,941 | 43,741 |
| Perry | 8.3 | 682,260 | 20,000 | | 27,404 |
| Pickaway | 5.88 | | | | 15,810 |
| Pike | 4.0 | 345,622 | 14,209 | | 15,810 |
| Portage | 18.54 | 364,240 | 19,976 | | 147,833 |
| Preble | 2.48 | 147,975 | | | 22,134 |
| Putnam | 9.36 | 603,543 | 29,105 | 10,000 | 26,350 |
| Richland | 24.6 | 413,765 | | | 172,329 |
| Ross | 5.37 | 491,041 | | | 37,944 |
| Sandusky | 12.83 | 396,075 | | 10,000 | 53,227 |
| Scioto | 9.99 | | | | 51,119 |
| Seneca | 15.72 | 371,905 | 30,911 | 10,000 | 88,536 |
| Shelby | 8.63 | | | | 71,672 |
| Stark | 53.25 | 1,411,159 | 20,000 | 8,173 | 297,755 |
| Summit | 41.39 | 1,546,745 | | 20,000 | 356,252 |
| Trumbull | 19.81 | 173,789 | 19,643 | | 88,009 |
| Tuscarawas | 14.19 | 201,316 | | | 71,145 |
| Union | 3.8 | | 19,017 | | 37,417 |
| Van Wert | 10.38 | 99,137 | 40,000 | | 35,309 |
| Vinton | 3.0 | 292,512 | | | 12,648 |
| Warren | 6.23 | 89,253 | 8,000 | | 82,212 |
| Washington | 5.48 | | | | 33,201 |
| Wayne | 19.66 | 893,687 | 20,000 | | 120,156 |
| Williams | 7.59 | | | | 64,821 |
| Wood | 19.7 | 1,131,852 | | | 70,618 |
| Wyandot | 2.53 | | | | 21,607 |
| | 1,355.4 | $26,582,967 | $597,602 | $200,000 | $8,683,398 |

(1) Number of State-funded Preschool Special Education Units approved for the 1994-1995 school year. The funding level for each unit varies depending on the teacher's placement on the State Minimum Teacher Salary Schedule.

(2) Amount of State-funded 19-month grant awards for FYs 1994-95.

(3) Amount reflects State and federal dollars that were distributed for FYs 1994-95.

(4) Amount reflects State dollars that were distributed for FYs 1994-95.

(5) Amount reflects entitlement levels by school district; actual grant awards were made for FY 95 to individual school districts or consortiums for which school districts or county boards of education serve as fiscal agent.

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# APPENDIX E

## ECE FUNDS DISTRIBUTED BY COUNTY FOR HEAD START*

| County | Amount | County | Amount |
|---|---|---|---|
| Adams, Brown | $ 458,794 | Highland | $ 225,992 |
| Allen | 968,481 | Jackson, Vinton | 636,984 |
| Ashland, Holmes | 96,279 | Jefferson | 821,206 |
| Ashtabula | 2,193,176 | Knox | 213,043 |
| Athens, Hocking, Perry | 1,338,618 | Lake, Geauga | 625,901 |
| Auglaize, Darke, Greene, Miami, Van Wert, Champaign, Logan, Shelby | 2,024,314 | Lawrence | 630,040 |
| Belmont | 861,760 | Lorain | 2,847,458 |
| Butler | 1,393,348 | Lucas | 3,433,954 |
| Clark, Madison, Montgomery | 4,692,101 | Mahoning | 1,467,601 |
| Clermont | 722,463 | Mahoning | 2,622,854 |
| Clinton | 259,388 | Marion, Crawford | 975,469 |
| Columbiana | 1,046,422 | Mercer | 54,890 |
| Coshocton | 90,930 | Montgomery | 2,678,119 |
| Cuyahoga | 6,412,660 | Morrow, Richland | 1,225,611 |
| Cuyahoga | 8,368,740 | Muskingum | 836,374 |
| Defiance, Fulton, Henry, Paulding, Williams | 176,512 | Ottawa, Sandusky, Seneca, Wood | 1,615,511 |
| Delaware, Licking, Union | 1,282,758 | Pickaway | 90,930 |
| Erie, Huron | 1,198,116 | Pike | 178,603 |
| Fairfield | 528,788 | Portage | 542,834 |
| Fayette | 290,179 | Preble | 208,605 |
| Franklin | 6,890,507 | Ross | 263,394 |
| Franklin | 3,963,383 | Scioto | 545,340 |
| Gallia, Meigs | 255,360 | Stark | 2,388,077 |
| Guernsey, Monroe, Noble | 563,340 | Summit | 3,180,568 |
| Hamilton | 3,521,159 | Trumbull | 2,327,544 |
| Hamilton | 3,825,171 | Warren | 194,298 |
| Hancock, Hardin, Wyandot, Putnam | 128,372 | Washington, Morgan | 256,117 |
| Harrison, Carroll, Tuscarawas | 998,351 | Wayne, Medina | 389,463 |
| | | | $86,026,250 |

*Amount allocated from January 1994 to July 1995.

The Division would gratefully like to acknowledge the work that Carol Quick has done in preparing this report. It could not have been completed without her skills and tenacity. We would also be remiss not to thank Lois Suhr and Rhonda Dickson for their contributions and support.

## State Board of Education, June 1995

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|---|---|
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| Oliver Ocasek, Vice President | 7 |
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| Diana M. Fessler | 3 |
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